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# Marking and Assessment Policy

**Agreed:** September 2022

**To be reviewed next:** Sept 2023

## **Rationale**

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

This Policy gives guidance to staff on the purpose, forms and frequency of assessment and marking along with procedures for tracking and assessing pupils' progress.

## **Aims and Objectives of Assessment and Marking:**

- To lead focused teaching and learning
- To motivate pupils to reach the highest standard possible
- To make clear to the teacher and the child the next steps for learning
- To enable teachers to plan work that accurately reflects the needs of each child
- To enable staff to identify intervention groups and target resources effectively
- To involve teachers and pupils 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 enable Subject Leaders to monitor progression and continuity in their subject across the school
- To provide the leadership team and the governors with information that allows them to make informed judgements about the effectiveness of the school

## **Forms of Assessment:**

Day-to-day in-school **formative assessment**, for example:

- Question and answer sessions during class
  - Marking of pupils' work
  - Observational assessment
- Reviewing work for pupil attainment and development

Regular **summative assessment**, for example:

- Short tests such as spelling and tables tests
- Termly formal tests in the core subjects (NFER)
- End of topic review tests for foundation subjects
- National Curriculum tests at the end of KS1 and KS2
- Phonics screening test in Year 1
- Reviews for pupils with SEN and disabilities

### **Assessment for Maths, Reading, Writing, Spelling, Grammar & Punctuation**

The school has regular formative assessment using standardised tests in Maths, Reading and Spelling, Grammar & Punctuation (SPAG). The school uses teacher's professional judgement when assessing writing. This is moderated internally by the SLT. The school uses NFER tests as the standardised tests on a termly basis.

### **Assessment for Religious Education**

As a Catholic school, RE takes up 10% of curriculum time and is as important as the core subjects. Teacher's assess children's understanding in the same way as other subjects. Before the unit of work starts, the children complete a KWL grid. Each unit has a knowledge organiser, which explains to children what they will be learning about, the key vocabulary they will be needing to understand and the skills they will be practicing. As the topic progresses teachers assess the children's understanding informally and provide for additional needs to be met. At the end of the unit children return to the KWL grid and add what they have learned. Teachers may choose to look at work across the unit to assess children's understanding against the expectations set out in the knowledge organiser. There are also individual assessment tasks, which focus on specific skills for each unit, which teachers can also use to inform their final judgement. Data is collected half termly by the RE subject lead and used to track progress in RE and also to compare achievement with English. This analysis is reported to the governor with responsibility for RE and at the curriculum committee annually.

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## **Assessment in the wider curriculum subjects (Science, History, Geography, Computing, DT, Art & PE)**

Class teachers assess children's understanding throughout the wider curriculum through a variety of means such as pre-topic quizzes, KWL grids, questioning, debating and end of topic quizzes. A wide variety of teaching approaches are used in lessons to ensure the children make expected progress and are challenged to explore concepts in greater depth. Children are encouraged to build on prior learning from previous years and topics. Targeted questioning at the start of lessons, provides opportunities for frequent retrieval practice. This allows teachers to identify those who require additional support to ensure that all children keep up with their peers.

Assessment tasks are planned for the end of topic. End of topic assessments centre on knowledge retrieval from the knowledge organisers. These are in the form of tests, quizzes (History, Geography, Science) and practical skill based activities (DT, Art and Computing). Examples of tests and quizzes are located on the school server for teachers to access.

### **History end of topic assessment**

In addition to teacher's assessing children's work in the books, mini quizzes and the teachers judgement, the children also undertake the end of topic history assessment. This assessment is a set/series of questions evaluating their chronological knowledge, historical concepts and historical perspective. The assessment questions will be differentiated for various ability and teachers will take ideas from the assessment questions used by the schemes of work Kapow and My Rising Stars.

<https://www.kapowprimary.com/subjects/history>

<https://my.risingstars-uk.com/MyDynamicLearning>

### **Computing end of topic assessment.**

For computing we utilise the Kapow scheme of work. Teachers assess children's knowledge and skills using the Kapow end of unit assessment resources such as quizzes and knowledge catcher tests.

<https://www.kapowprimary.com/subjects/computing>

### **Art end of unit assessment.**

For Art we use the Kapow scheme of work. Teachers use the end of unit assessment resources to assess the pupils subject knowledge and skill acquirement.

<https://www.kapowprimary.com/subjects/art-design/>

### **Geography end of topic assessment**

For the Geography, teachers assess using end of topic assessments based on the subject knowledge organiser for the topic. This is usually a number of question from each enquiry scheme. The schools utilises the Geography Collins connect scheme and questions are designed specifically for each class. Teachers can access these assessments on the staff shared drive. They links are also available below:

KS1:  [KS1 Connected Geography 978-0-00-816787-5](#)

KS2 Year 3 & 4:  [KS2 Y3&4 Connected Geography 978-0-00-816785-1](#)

KS2 Year 5 & 6:  [KS2 Y5&6 Connected Geography 978-0-00-816788-2](#)

<https://www.kapowprimary.com/subjects/Geography>

### **Science**

In addition to teacher's assessing children's work in the books, direct questioning and quizzes, the teachers assess using the SNAP Science scheme assessment resources at the end of the unit. Teachers have login details to access this online and assign assessment activities for their year group and unit.

<https://connect.collins.co.uk/school/Primary/SnapScienceAssessment>

### **PE**

The school works with Fulham Football club to deliver our PE programme. We work alongside our sport partners in assessing the children's athletic ability. This information is provided to parents in the end of year school report. The school also assesses the number of children able to swim at least 25 metres by the end of Key Stage 2.

### **Use of assessment at Pupil Progress meetings**

Each term, teachers meet with the Headteacher and members of the Senior Leadership Team to analyse assessments in both the core and foundation subjects. These meetings are used as target setting and planning intervention strategies for children.

### **Planning for Assessment at OLOV**

We use our school's Subject Curriculum Overview Plans to guide our teaching. In these plans we set out details of what is to be taught to each year group. We base these on the EYFS Curriculum and the Primary National Curriculum. We plan our lessons with clear learning objectives and success criteria. We strive to ensure that all tasks set an appropriate level of challenge to suit each child's ability.

### **Assessment for Learning at OLOV**

We understand that good marking and feedback provides maximum help for pupils at the point of learning. It may be in the form of oral or written feedback.

### Effective Marking and Feedback should:

- Support learners and consolidate learning
- Be manageable for teachers
- Relate to learning objectives and success criteria which need to be shared with the pupils □ Involve all adults working with the pupils
- Be regular and consistent
- Give constructive feedback that highlights strengths and areas for improvement, using approaches including consistent codes which are understood by the children.
- Demonstrate the value of a pupil's work thus giving encouragement and building confidence.
- Give pupils opportunities to reflect on their learning and become actively involved in the assessment of their own work.
- Allow for peer assessment, where appropriate, giving the children the opportunity to build their own analytical skills by working together to identify good work and areas for development.
- Inform the teacher of a pupil's progress and needs for future planning, ensuring that the level of challenge is sufficiently rigorous
- Allow specific time for pupils to reflect and respond to questioning and written feedback.

### MARKING CODE

Children's work will be marked against the Learning Objective and Success Criteria for each lesson. Our agreed code is to mark successes in pink highlighter and where improvement is needed yellow highlighter is used. Pupils in Key Stage 2 use a green pen to make corrections and to respond to teacher feedback. Pupils at the end of KS1 are introduced to this, where appropriate, using a pencil. Spelling and punctuation errors will not be marked in every single piece of work.

### Templates for Lesson Objective (LO) and Success Criteria (SC)

A format is used across the school to give the children a clear understanding of how their work will be assessed. The children have a learning objective for each lesson and the success criteria clearly show them the steps that need to be taken to meet the learning objective.

### Key Stage 1 Template

Date:	Learning Objective		
Success Criteria/Steps to Success:	Me*	My teacher	
1			
2			

3		
Challenge:		

\*In Year 1 this is introduced orally where appropriate and towards the end of the year children may begin to record their self-assessment in writing

## Key Stage 2 Template

Date:	Learning Objective:		
Success Criteria/ Steps to Success:	Evaluation		
	Teacher	Student	Peer
1			
2			
3			
Challenge:			

## TYPES OF MARKING

### 1. Acknowledgement marking

We recognise that the most effective marking is that done 'in the moment,' as children are working. A red pen is used to tick correct work and a dot is recorded next to an error, indicating that the child needs to check their work and make a correction. For KS1 and SEND children, the dot may be placed directly next to the error or the place where they should make an addition / change, making it easy for the child to identify what they need to do. For KS2 children the dot may be placed in the margin, encouraging greater independence in self-editing. The purpose of this 'dot marking' is to move children on in their learning quickly, as part of the teacher / pupil oral interactions. The child edits their work at this point, using pen or pencil. When assessing the work against the Learning Objective(s) and Success Criteria, teachers use a pink highlighter pen to show success and a yellow highlighter pen to show areas for improvement. Short comments may also be written. If another adult, who is not the class teacher, is marking the work they should initial it. Adults use red pens to mark work.

### 2. Self-Marking/Peer Marking

On occasions such as in the plenary it may be appropriate for the pupils to mark their own work or work with a partner under the guidance of the teacher to mark and suggest improvements to each other's work. They are encouraged to identify places in the work where the numbered SC can be seen. Changes made before the teacher marks the work can be written in pen or pencil.

A green pen in KS2 (or pencil in KS1) is used by pupils after the teacher has marked the work, as a way of showing their response to marking. We encourage pupils to recognise their next steps and targets for

themselves. Where appropriate, pupils with SEND are also involved in the review of their targets, both in class and to contribute to their IEP for annual review purposes. Peer marking is used only where appropriate, not for every lesson.


### 3. Quality Marking by the Teacher


This involves developmental, 'next step' comments on how work could be improved.

We use the following prompts to help us with 'next steps':-

- **Reminder Prompts** – basic instruction on how to improve the work/learning. For example: *Say more about how you feel about this person.*
- **Scaffold Prompts** – give a bit more direction. For example: *Can you describe how this person is a good friend? Describe something that happened that showed he is a good friend.*
- **Example/Model prompts** – are more explicit, instructional and illustrative statements of how to improve. For example: *Choose one of these or write one of your own - He is a good friend because he never says unkind things about me; or My friend is a friend because he never tells lies about me.*

### 4. Symbols for marking

 = check work and correct

 = correct

**SP** = child to correct the spelling

**OF** = Oral feedback

**SG** = Support given

The pupils should be given time to reflect on and **respond to the teacher's feedback** in oral or written form depending on the age range and ability of the child.

In Key Stage 1, as far as possible, we aim to give feedback directly to children as they are working on tasks or as soon as possible after the task is completed. When teachers mark work away from the child, they may make short written comments. We try to ensure that these are positive in tone - praising the child for effort, for making progress in their individual targets or identifying a section of their work which is particularly good. If appropriate, and if we are sure that children are able to read and respond independently, we may ask children to improve a specific area of their work. This feedback is phrased so that the child can understand and respond quickly.



### **Tracking and Recording Pupils' Progress**

Teachers use the class tracking on an ongoing basis to log pupils' achievement in aspects of learning in the core subjects. This information feeds directly into their planning on a regular basis. This in turn leads to a more focused approach where early intervention can be provided promptly to address any concerns about pupils' progress and to plug any gaps in teaching content.

On a termly basis, teacher assessment data is submitted to the Senior Leadership Team (SLT) via the Target Tracker Assessment Tool. This system then provides detailed data about individuals and groups of learners which is analysed in detail by the SLT. Teachers formally review pupils' progress against their expected targets in termly pupil progress and challenge meetings.

### **Pupil Progress meetings**

Pupil progress meetings are a significant strategy in our school for improving children's attainment. We set aspirational targets taking into account each child's starting point and journey so far in their learning. When children join our school we review annual reports and assessment data from their previous school or setting and make an assessment of their current level of performance in reading, writing, mathematics and science.

The SLT and Subject Leaders also review teachers' planning and children's books alongside the tracking data. These reviews inform discussions about appropriate interventions and whole school areas for improvement. Following the pupil progress meetings, teachers write 'Action Plans for Learning' as a means of highlighting pupils who need support or extension.

### **Moderation and Consistency**

The SLT and Subject Leaders monitor planning and examples of pupils' work to make judgements about quality, standards and progression within subjects. Judgements are based on the National Curriculum and guidance from relevant DFE documents. Senior and middle leaders on occasions undertake pupil interviews to assess pupils' knowledge, understanding and attitudes to learning. Curriculum displays are also taken into consideration when assessing quality, breadth and depth of curriculum coverage and attainment.

Teachers are involved in moderation exercises so that they develop a common understanding of the expectations in the national curriculum and the required progression in each subject. By doing this we ensure that we are making consistent judgements about standards in school. We also participate in external Local Authority moderation sessions.

## **Reporting to Parents**

We have a variety of ways of keeping parents informed of their child's progress and we encourage parents to contact the school if they have concerns about any aspect of their child's work.

## **Book looks and assemblies**

Every term parents are invited to their children's class assembly. This is a celebratory morning where parents learn about what their children have been doing in class. After the assembly all parents go with their children and look through all the school books. The teacher and members of the SLT are there to answer any questions parents may have.

## **Google classroom**

Parents are informed weekly through the class online portal of what the children are learning about and what homework they are set for that week.

## **School website**

Parents are informed about areas of learning via the school's website either through the detailed Subject Curriculum Maps or via the Class Curriculum Overviews.

## **Curriculum meetings**

At the start of every term, all parents are invited into the school to have a curriculum meeting with the class teacher. Here the teacher outlines what the pupils will be learning about that term and how parents can support. The teacher is there also to answer any questions parents may have.

## **Curriculum letter**

Teachers also provide termly Curriculum Letters and offer meetings for parents where the content of the curriculum for the term is explained.

## **Curriculum workshops**

Curriculum workshops are organised throughout the year for example on how we teach phonics or aspects of mathematics and ideas are also given about how parents can support learning at home. For pupils with SEND, IEPs and EHCPs are reviewed each term and shared with parents.

## **Parent teacher consultations**

Termly parent consultations provide the opportunity to discuss the children's achievements and targets and areas for development. Parents also have the opportunity to review their children's books at these consultations

## **End of academic year report**

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In the Summer Term parents receive their child's annual report which outlines progress and achievements as well as targets for development. Parents have the opportunity to discuss any issues arising from the report with the class teacher.

## **SEND**

For pupils on the SEND register, Individual Education Plans (IEPs) are reviewed each term and shared with parents. For those children who have an Education, Health and Care Plan (EHCP) an annual review of the plan also takes place, which parents are invited to attend and contribute to.

Next review date: Sept 2023