

St. Francis Catholic Primary School Bradford

Curriculum Policy No 16 Assessment, Marking and Presentation Policy

**Together we are exploring our special gifts; together
we are growing closer to God.**

Background:

This policy was drawn up in January 2011 and is confirmed at the Governors Meeting annually.

Rationale:

Assessment is an integral part of the National Curriculum statutory procedures which compliments and assists teaching. As such, assessment is considered part of the normal work within the classroom.

It is the responsibility of the class teacher to keep manageable records of assessments in all subject areas and to provide the children in their care with constructive feedback to move learning on.

We believe that marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance. At St. Francis Catholic Primary School children are encouraged to acknowledge their successes and weaknesses for themselves.

Any information gleaned from marking childrens work feeds directly in to ongoing assessments for each child in all subjects taught across the curriculum. Marking and providing constructive feedback to children is considered to be part of the normal work within the classroom. See appendix 1 for two examples of our whole School approach. This policy outlines the purpose, nature and management of assessment and marking in our school.

Policy Statement:

It is the policy of this school that pupils are assessed both individually and within groups. Assessment information is used by members of staff to aide all pupils in their care to reach their full potential.

Assessment is seen as an invaluable tool in assisting the school to evaluate its fulfilment of the Mission Statement and to assist in the evidencing of educational judgements provided to parents and other appropriate educational bodies.

Children are valued as individuals and as such have their work and actions valued by the teaching and non-teaching staff, parents and other children. Pupils are also encouraged to respond positively to their own work.

Aims / Purposes:

ASSESSMENT

Assessment should not be used in isolation; it is an integral part of the teaching and learning process.

The main purposes of assessment are to provide information to ensure that:

- individual performance/attainment is monitored
- standards of achievement/pupil performance are improved through targeted planning
- all pupil's self-esteem is enhanced by recognition of their achievements and knowledge of future expectations

The gathering of assessment information needs to be considered at the planning stage of lessons. E.g. How will we assess the children in this unit of work? What activities can we provide them with to assess what they have learnt? Subsequent assessment information can then be used in the planning of future work to target children's needs and accelerate their learning.

For assessments to be effective they should help teachers to:

- plan work matched to a child's level of attainment/ability
- identify where specific help is required
- assist all children to make progress

Assessment serves several purposes and the different functions of assessment which teachers in our school will make use of are: formative, diagnostic, summative and informative.

Assessment should:

- be used as a positive tool to increase self-esteem
- provide positive feedback on what is right or wrong
- provide positive feedback on what is being done well
- identify areas needing further development
- help in planning what needs to come next
- be used during an activity as the basis of differentiation
- be seen as having both formal and informal aspects to it (the latter is part of a continuous process), whereby teachers
 - discover with pupils
 - guide childrens work
 - mark and review work/tasks completed by the children
 - ask and answer questions
 - observe, encourage, challenge, help and focus learning
- be completed using an appropriate method
- not always be recorded (spontaneous questioning arising from childrens responses)
- be planned and recorded in agreed places within the schools documentation
- take place under normal classroom conditions wherever possible
- be made of the developments of the whole child, of which academic achievement is only a part
- be based on an understanding of the various roles of teachers, pupils, parents and external agencies in the assessment process

MARKING AND FEEDBACK

The school recognises positive marking as an essential part of its communication with the child, staff and parents and aims to use a system which, in support of its Mission Statement, is simple, clear and effective for all.

Through our marking policy we aim to create a positive learning environment in which children are proud to own their work. We aim in school to create common practices and attitudes when responding to children. Any form of marking is seen as a partnership between an adult and child.

Marking and feedback should:

- give children opportunities to become aware of and reflect on their learning needs
- give recognition and appropriate praise for achievement, thus acting as a motivator to pupils
- respond to individual learning needs, with some face to face marking and some distance marking
- inform future planning and individual target setting
- be accessible and inclusive
- be seen by children as a positive step in improving their learning
- relate to learning intentions, which must be shared with the children
- relate to the success criteria which must be shared with the children
- give clear strategies for improvement e.g. a closing the gap comment
- allow specific time for children to read, reflect and respond to marking
- encourage and teach children to self mark/assess where possible
- be manageable for all teachers
- involve all adults working with the children in the classroom

Organisation / Planning:

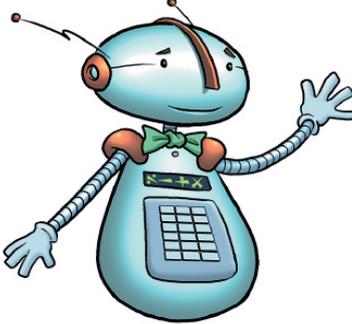
ASSESSMENT

We are continuing to assess against National Standards and are using a system called Learning Ladders to do this. Children will move up a ladder in all the key areas in English and Mathematics and progress will be measured.

The children will be graded against the National expectations for their year group. If a child achieves “on track” they have achieved age appropriately. If they are not on track their achievement will be shown as “below” or “significantly below” “above” or “significantly above”.

Below is an example of a typical ladder.

Significantly Below Below On Track Above Significantly Above

MATHS LADDER		MATHS LADDER	
PLACE VALUE		TIMES TABLES	
	I can use negative numbers in context and calculate intervals across zero.	I can recall and use the multiplication and division facts for all tables up to 12 x 12.	
	Rung 25 COMPLETE COMPLETE COMPLETE Year 6	Rung 11 COMPLETE COMPLETE COMPLETE Year 4	
	I can round any whole number to a required degree of accuracy.	I can recall and use the multiplication and division facts for the 7 times table.	
	Rung 24 COMPLETE COMPLETE COMPLETE Year 6	Rung 10 COMPLETE COMPLETE COMPLETE Year 4	
	I can read, write order and compare numbers up to 10,000,000 and determine the value of each digit.	I can recall and use the multiplication and division facts for the 6 and 9 times tables recognising their relationship to the 3 times tables.	
	Rung 23 COMPLETE COMPLETE COMPLETE Year 6	Rung 9 COMPLETE COMPLETE COMPLETE Year 4	
	I can interpret negative numbers in context.	I can recall and use the multiplication and division facts for the 8 times tables recognising its relationship to the 4 times table.	
Rung 22 COMPLETE COMPLETE COMPLETE Year 5	Rung 8 COMPLETE COMPLETE COMPLETE Year 3		
I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.	I can recall and use the multiplication and division facts for the 3 and 4 times table.		
Rung 21 COMPLETE COMPLETE COMPLETE Year 5	Rung 6 COMPLETE COMPLETE COMPLETE Year 3		
	I can recall and use the multiplication facts for the 3 and 4 times tables.		
	Rung 5 COMPLETE COMPLETE COMPLETE Year 3		
	I can recall and use divisions facts for 2, 5 and 10 times tables.		
	Rung 4 COMPLETE COMPLETE COMPLETE Year 2		
	I can recall and use multiplication facts for 2, 5 and 10 times tables.		
	Rung 3 COMPLETE COMPLETE COMPLETE Year 2		
	I can count in 3's from zero.		
	Rung 2 COMPLETE COMPLETE COMPLETE Year 2		
	I can count in 2's, 5's and 10's from zero.		
	Rung 1 COMPLETE COMPLETE COMPLETE Year 1		

SATs

Y2 and Y6 continue to take statutory tests which will now be on the new curriculum.

Foundation Stage

Children are assessed on entry to FS1 and FS2 according to the whether they are emerging, developing or secure within a developmental stage. These assessments are updated throughout the year. Summaries of the children’s development are written for FS1 children in their first half term and at the end of their time in FS1.

The Early Years Profile is completed in the Summer Term for all FS2 children where judgements are made against the 17 Early Learning Goals. These judgements will be Emerging, Expected or Exceeding. Assessment judgements are made from a range of evidence collected on a daily basis by all practitioners in the form of photographs, videos, written observations, children's work and discussions between all practitioners. At the end of this key stage discussions are held with the Year One teacher about each child's learning profile.

Teacher Assessments

Teacher assessments in reading, writing and mathematics are ongoing throughout the term and recorded on the ladders. Tests can be used to affirm teacher assessments.

Staff will make their teacher assessments based on:

- the achievements of learning objectives on weekly short-term planning via observations, discussions, marking of work and informal testing
- moderated samples of work and agreed levels between members of staff
- completed ladders for each child throughout school in reading, writing and mathematics

In other subjects across the curriculum class teachers will review the work completed throughout a topic and record as each subject requires.

Pupil progress meetings will take place termly to analyse progress and look at next steps for children.

MARKING AND FEEDBACK

For Staff:

- In EYFS feedback from the teacher to the child is by oral response but gradually through FS2 and into Year 1 the teacher praises the child with written comments.
- From Year 1 through to Year 6 children are given more written encouragement in the form of individual targets. These targets are then monitored by the class teacher to ensure their effectiveness.
- Where appropriate the teacher will write in a cursive style which is legible for the child and other members of staff.
- The teacher will mark work in red ink which is different to that of the child's.
- The children's work will be marked on a regular basis and is in a form which is consistent. (Appendix 1).
- Marking from Y1 onwards will show next step opportunities where it is deemed to be appropriate.
- The teacher will highlight strengths and next steps.

Presentation

- Children are encouraged in all subjects to set their work out neatly and correctly, unless it's informal work.
- Children are encouraged to take pride and care with their books and in all of their work.
- Throughout the whole school there is continuity and progression in presentation.
- Children in years 3 and 4 are to use a pencil and then move on to a blue handwriting pen when they are both confident and competent. Children in years 5 and 6 will also use blue handwriting pens.
- Children are gradually encouraged to use joined up handwriting in all subjects.
- In mathematics all children will use a pencil to record.

- By year 3 the date is written in short for mathematics and long for other subjects. Once children are competent with a ruler the date will be underlined in pencil, together with the title.
- All illustrations, diagrams, graphs, lines, shapes and tables are drawn in pencil. Children are encouraged to use pencil crayons for colouring in KS1 and KS2.
- Felt tips are only used for art work and on occasions.
- Rubbers and pen erasers are used with teacher guidance.

Links to other Subjects:

Assessments in other subjects are made in relation to National Curriculum levels. Assessments are to be co-ordinated by subject leaders at the end of each unit of study. Subject leaders have the responsibility to collect assessments in and to monitor progress being made in their subject. (For further information please refer to the other curriculum policies.)

Resources:

- SAT papers and tasks for years 2 and 6
- New curriculum examples
- PM benchmarking kit (reading)
- Daily ongoing activities
- Subject Assessment Sheets on Shared Area.
- Marking stickers: Praise and Target, Peer and Verbal feedback, Self-Assessment

Inclusion:

Children with special educational needs are addressed in accordance with the SEN policy (curriculum policy ~ number 3). Children with learning difficulties work at their own level through differentiation and targeted support. Assessment activities are differentiated to ensure that all children have access to the task. If formal testing (SATs) is not deemed to be appropriate for certain children with SEN then teacher assessments may be formed from other evidence. It is expected that a variety of evidence is used to inform all teacher assessments.

Health and Safety:

Practical work is governed by the school's Health and Safety Policy.

Roles and Responsibilities:

ASSESSMENT

The school's Assessment Co-ordinator will be responsible for:

- resourcing classrooms for standard tasks
- maintaining and updating task and test material
- ensuring that class teachers are assessing at the planning stage
- keeping the school tracking systems up-to-date
- working with the SLT and governors in target setting
- giving regular reports to the Headteacher on progress in reading, writing and mathematics
- reporting regularly to the Governing Body

It is the responsibility of class teachers to administer and record the agreed common individual, class and whole school assessments. The intention to assess on a short-term basis should be indicated by on short term planning.

MARKING AND FEEDBACK

- The class teacher will ensure the high expectations of children's presentation.
- The class teacher will regularly and consistently mark a child's work.
- Targets will be set appropriately by the class teacher.
- KS2 staff will teach handwriting on a regular basis until their style is developed.
- All Subject Leaders to monitor presentation and marking in their subject.

Policy Monitoring and Review:

Teacher assessments will be monitored by Subject Managers and the Assessment Co-ordinator. The implications and understanding of patterns of results will be discussed by all staff.

Each term the Governors will be provided with information on the school's academic performance in statutory and non-statutory tests, individual target setting and predicted end of key stage results, plus any other information to assist it in its task of helping maintain and ensure the highest possible standards.

Review Record:

Date of Review:	Action:	Initials:
January 2011	Updated policy	VN
May 2012	Reviewed Policy	AR
October 2012	Updated policy	DC/AR
October 2015	Updated Policy	ST/AR

Appendix 1

Marking and Feedback Example

Wednesday 14th September 2018

L1: I understand what a modal verb is.

May I have some fruit, please? ✓
 Can May I go to Finnie's party? ✓
 Would you like to come to my party? ✓
 Could I have some orange juice? ✓
 Would May you wait a moment, please? ✓
 Shall I bring something? ✓

If I always do my homework I should... I should do well in my class. ✓
 He could... buy a private jet if we won the lottery. ✓
 If I was the headteacher I would make playtime longer. ✓
 I ought to buy a bigatti soon after sport in the upcoming days. ✓



An excellent effort. I am pleased you didn't play safe and attempted to use ought.

Could you use the negative form of ought in a sentence?
 You oughtn't to buy that car. ✓

PRAISE/TARGET

This Sam is brilliant again.

Law try:

$$7 \times (8 - 4) + 3 = 31 \checkmark$$

$$(56 - 5) - 5 + 3 = 54 \checkmark$$

- 0 9 - 2 0 1 5

Identify common multiples

21	9	✓	33	1	✓	42	2	✓
16			2	2		4		
24			5	3		8		0
32			4	4		8		
40			5	5		1		0
48			6	6		1		0

D

1.	1	0	✓	5.	2	8	✓				
	7	0	✓		5	6	✓				
2.	1	4	✓	6.	2	0	✓				
	1	9	✓		6	0	✓				
3.	1	5	✓	7.	2	2	✓				
	3	0	✓		4	4	✓				
4.	2	4	✓	8.	2	1	✓				
	4	8	✓		4	2	✓				
9.	1	8	✓	13.	2	4	✓				
	5	3	✓		14	6	✓				
10.	1	1	✓	15.	4	8	✓				
	4	2	✓		16	9	✓				
							4	0	✓		
17.	1	2	✓								
18.	2	4	✓	1	2	✓		4	7	5	2
19.	1	2	✓								
20.	3	0	✓								
21.	8	✓									
22.	2	4	✓								
23.	4	6	✓								
	8	8	✓								

Brilliant!!!

1.	1	2	✓	2.	1	8	✓	3.	3	3	✓	4.	2	0	✓				
	2	4	✓		3	6	✓		6	6	✓		6	0	✓				
	3	6	✓		5	4	✓		9	9	✓		6	0	✓				
5.	3	5	✓	6.	4	8	✓	7.	3	6	✓	8.	6	8	✓				
	7	0	✓		9	6	✓		7	2	✓		1	2	✓				
	1	0	5	✓		1	4	6	✓		1	0	8	✓	1	8	0	✓	
9.	2	5	✓																✓
10.	2	8	✓	14.															✓
11.	5	5	✓																✓

SELF ASSESSMENT