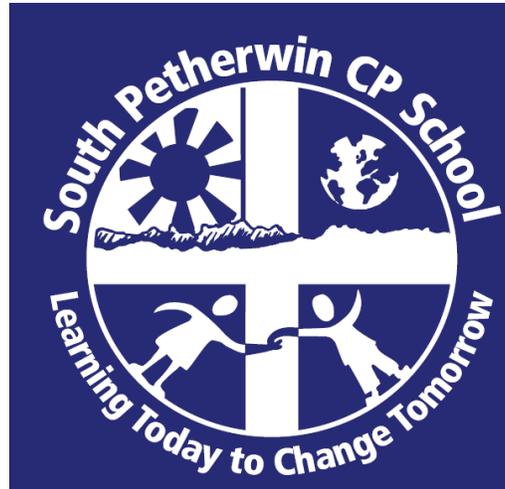


South Petherwin Community Primary School



Assessment and Marking Policy

What are the aims of this policy?

The main aims of the policy are to explain to a wide audience why, how and when we assess children's performance and mark their work. The policy will also ensure that assessment strategies are consistently applied throughout the school.

The policy is in support of the school's values and visions, which are to:

- **develop and include every child, equipping them to contribute positively to the future**, by embracing effective technologies, encouraging active thinking and establishing a 'can do' approach to life-long learning, through a sustainable, healthy and well-managed lifestyle.
- **provide opportunities for all learners to fulfil their potential, within a safe and secure environment**, by establishing a culture of challenge, high expectation, enjoyment, risk-taking and valuing all individuals for their contributions and successes (valuing ipsative assessment above normative).
- **raising achievement through a flexible and personalised curriculum, in which quality teaching and learning takes place both within the school and beyond**, underpinned by co-operative working, team-building and nurturing individual gifts and talents.
- **embrace all within the wider community, by working in partnership with others, beyond the schools walls to as far as we can reach**, by establishing an outward looking culture of care, compassion and understanding of need and injustice
- **make tolerance, understanding, compassion and action for others a priority**, by extending our community beyond the schools walls to as far as we can reach, and recognising the need for everyone to apply their gifts and talents for the sake of others.

Why do we assess children's performance?

- To track and monitor the academic progress of each child, group or cohort, within each academic year, between years and across key stages
- To inform future planning based upon pupil needs
- To help evaluate teaching and learning
- To fully involve children in the learning process
- To measure and set targets for achievement
- To use as a diagnostic tool – identifying those children in need of extra support or challenge
- To provide feed-back to parents and outside agencies
- To provide performance data for the Governing Body and Ofsted
- To comply with statutory duties – tests at the end of key stage 1 and 2

What, how and when do we assess?

What?	How?	When?
English	Phonics tests (Progression in Phonics)	Termly
	Reading assessments	On-going as child changes book stage/band On-going daily through guided reading
	NFER tests	Termly
	Writing - through writing progress/BIG WRITE - through literacy books & annotations on planning	End of genre unit (2-3 weeks) On-going daily through marking of books
	Pupil self-assessment comments (peer assessment to be developed)	Daily
	NC14 Objectives (SPTO process)	On-going and termly
	KS1 & KS2 SATs	End of Year 2 & 6
	Against termly targets	Termly
Maths	Mental maths tests	Weekly
	Tables grids tests	Weekly
	Planning evaluation comments	Daily
	Pupil self-assessment	Daily
	NC14 Objectives (SPTO process)	Termly recorded
	KS1 & KS2 SATs	End of Year 2 & 6
	Against termly targets	Termly
Science	Formative teacher assessment	End of each unit
	Planning evaluation comments	Weekly
	Science progress books (Focussed elements of Sc1 through teaching units each term)	Termly
	NC14 Objectives (SPTO process)	Termly
Computing	NC14 Objectives (SPTO process)	Termly
RE	Formative teacher assessment	Termly
	Pupil self-assessment comments	Weekly
	Planning evaluation comments	Weekly
Foundation subjects	Formative teacher assessment recorded against Age Related Expectations (ARE) on SPTO	Termly
	Pupil self-assessment comments	Weekly
	Planning evaluation comments	Weekly
EYFS	Foundation Stage Profile	Baseline (after 3 weeks), October, December, February, April, June

Moderation and teacher assessment

As part of assessing pupil progress against ARE (Age Related Expectations), in the first term, moderation will take place between pairs of key stage teachers (Class 1 and 2) and (Class 3 and 4). The head teacher will be part of the moderating team. Following assessments in the second term, moderation will take place with a between teachers from different key stages and the head teacher will again be part of the moderating team. The final end of year assessment will be based on the teacher assessment, following assessment of pupil progress against ARE. Optional SATs papers will be used as one indicator of attainment, in line with the Key Stage 1 assessment process.

Verbal assessment

In addition to the opportunities for assessment above, teachers make use of effective questioning to engage with verbal assessment.

Teachers will:

- Use open and closed questions, based upon Bloom's Taxonomy, to provide pupils with opportunities to demonstrate their learning
- Ask questions related directly to learning, such as, 'how will someone else know that you have been successful?', 'what would they see?', 'how will you know when you have learned something?'
- Provide opportunities for pupils to explain their thinking/reasoning/strategies to the partner, group or class, in line with the Primary Framework
- Use the plenary to check understanding and reinforce learning
- Conference with children so that they know what is needed to improve (process to be used for setting spring term targets)

What is the role of the child in assessment?

The child, and their learning and progress, are central to our assessment policy.

We recognise that children need to know what they have achieved, how well they are doing and what they need to do to extend their future learning and achievement. Through pupil conferencing, children are involved in their personal target setting.

Learning objectives, through the use of WALT (We Are Learning To) statements shared during each lesson, are used to guide pupil self-assessments and teacher formative assessment in marking. Verbal scaffolding of self assessment comments will be used by breaking down the core skills used during each lesson.

Where appropriate, and in child-speak, pupils will engage with assessing their work against the levelling success criteria, and within a culture of sharing learning will engage with peer assessment.

Children are encouraged to attend parent-teacher consultations in October and February. Children will also create their own page to be added to the annual, written report on effort and attainment.

What is the role of parents in assessment?

We work in partnership with parents, sharing pupil targets, strategies for helping to achieve them, and feed-back on success, through Parent Consultation evenings in October and February, and written reports in June.

Teachers are available at any time, through appointments, to discuss pupil learning, and when there are opportunities to celebrate or share concerns, parents will also be invited into school to chat with the teacher.

SEN and assessment

Children with an Education Healthcare Plan will have their provision and progress reviewed annually, through a meeting of associated professionals. Children with Individual Provision Maps (IPMs) have the provision and progress reviewed every half-term, in consultation with parents.

How are children requiring an IPM determined?

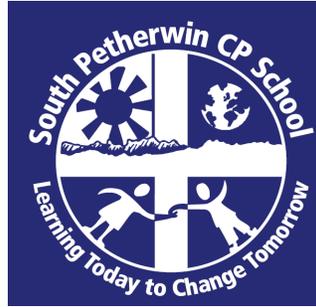
Children may fulfil some or all of the following criteria:

- Below expected progress against ARE being made over two or more terms
- Specific needs or levels of support cannot be met through whole class or differentiated teaching
- Specific 'gaps' in learning are recognised through on-going teacher assessments or diagnostic testing, and can be addressed with a specific program of intervention

If a child requires an IPM, parents will be consulted, and external agencies may be consulted or involved to help implement specialised intervention programs.

The progress of children with SEN are tracked as part of the cohort and as a specific group, using school tracking data.

Marking Policy



What is marking?

Marking is primarily about responding to children's work and a daily method of formative assessment. It can be in written or verbal form.

Why do we mark?

Marking is part of the learning process, providing feed-back to children about their achievement and points for improvement. It should be used to motivate and encourage children to fulfil their potential. Marking acknowledges and values the efforts of the child. It is also an integral part of teacher assessment, which is used to inform planning on a daily basis.

How do we mark?

All marking should be constructive and designed to celebrate success and prompt children in ways of further improvement. All marking should be related to the learning objective, which is displayed on a dated WALT/WILF sticker for every piece of work.

Literacy and maths should be marked daily. The initial comment (Good, excellent, good effort etc) should reflect the teacher's response to the child's effort. The following comment should relate directly to the learning objective. These comments should aid teacher record keeping, with phrases relating to the child's attainment, such as;

You have tried to . . . (for pupils who have not grasped the relevant objective)

You have started to . . . (for pupils who have some grasp of the objective)

You have . . . (for pupils who have been able to grasp the objective)

You can . . . (for those pupils who can confidently or independent grasp the objective)

Where appropriate and as often as possible teachers should also acknowledge the child's self-assessment comment, which can be made in the next steps comment box on the WALT/WILF sticker.

A next steps comment should also be made, highlighted on the WALT/WILF sticker.

All marking following the lesson should be in black and follow, as closely as possible, the school handwriting style, as a model to the pupils. Opportunities to mark within the lesson to 'Close the Gap' should be in blue pen.

Teachers should correct three spellings on each page – generally high frequency words.

Levels of marking

Subject	Style of marking	Frequency of marking
Maths & literacy	As outlined above	Daily, as work completed
Science	As outlined above	Weekly
ICT, PE, Music, Art, DT(practical), PSHE, French	Attainment recorded at least three levels on weekly planning/scheme format – planning/groupings should be amended in light of this assessment	Weekly
History, Geography, RE	As outlined above	Weekl

Where possible, to aid future assessments, teachers or teaching assistants will annotate children's work in terms of the amount of support received.

1 – No support, totally independent. Adult not even sitting with the child.

2 – Minimal support. Encouragement to keep going but no other input.

3 – Some support. Explain/re-explain task and encouragement.

4 – Additional support. Longer discussion about the task and maybe additional prompts, e.g. visual cues, extra resources

5 – Full support. Task differentiated further/changed to make accessible to child.

Praise and encouragement

As a school we recognise the importance and high value of praise and reward, as both teachers and children work towards the highest expectations. All children are encouraged to be the Best they can be, and should be rewarded in light of this.

Tokens (Bronze - 1 point, Silver 2 – points and Gold – 3 points) are given regularly where a child has achieved the expectations of them. Gold Cards are awarded when a particular high level of effort has been given or expectations have been exceeded or as an acknowledgement of consistent high levels of relative performance.

Monitoring & Assessment

Writing books are used at the end of each genre unit and pupil work is marked against a marking ladder.

Problem solving is planned weekly to allow for regular assessment of Using and Applying in maths.

The policy will be monitored through book scrutinies and governor visits.

The policy will be reviewed every two years with amendments being annotated in the light of developing best practice.

This policy was written in collaboration with all teaching staff.

Signed:

Headteacher

Chair of Governors

Date: