



Policy Title: Assessment & Marking policy

Date of Review: summer 2018

Date of next review:

Reviewed by: (Standards and Curriculum Sub-Committee)

Approved by:

Signature

Date

1. Introduction

“Feedback is one of the most powerful influences on learning and achievement”

Hattie and Timperley, 2007

At Burwell, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use. However, we are also mindful of the workload implications of written marking, and of the research surrounding effective feedback.

Our policy is underpinned by evidence of best practice from the Education Endowment Foundation (EEF) whose research shows that effective feedback should:

- Redirect or refocus either the teacher’s or the learner’s actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell pupils when they are wrong
- Evaluate the effectiveness of the lesson
- Identify misconceptions
- Encourage love and enthusiasm for a subject rather than be a catalogue of failure.

As the Department for Education’s research into teacher workload highlighted written marking as a key contributing factor, we aim to find alternatives to onerous written marking which provide effective feedback in line with the EEF’s recommendations, and those of the DfE’s expert group which emphasises that marking should be: meaningful, manageable and motivating. We have also taken the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

2. Key Principles

Our policy on feedback has at its core a number of principles to ensure that it is both manageable and sustainable:

- the sole focus of feedback and marking should be to further children’s learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional written marking evidence for external verification; (the audience is the children)
- written comments should only be used where they are accessible to pupils according to age and ability;
- feedback delivered closest to the point of teaching & learning is most effective, and as such feedback delivered in lessons is more effective than written comments provided at a later date;
- feedback is part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is a part of the school’s wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;
- all pupils’ work should be reviewed by teachers at the earliest appropriate opportunity so that it impacts on future learning. When work is reviewed, it should be acknowledged in books.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF research above to ensure that children are provided with timely and purposeful feedback that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

We believe that pupil’s self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress. For this reason, all feedback and marking is underpinned by this policy, which all pupils and staff follow on a day to day basis.

3. Feedback and Marking in Practice

It is vital that teachers evaluate the work that children undertake in lessons and use the information obtained from this to adjust their teaching. Based on the work of the Assessment Commission, feedback will be given in three ways and aims to give teachers the ability to use the most effective forms of feedback:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written assessments & comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning. We believe that distance marking away from the pupils is no substitute to giving praise & feedback directly to the pupil. We have no intention of teaching pupils new skills through distance marking and written comments are only relevant if the pupil is able to read and understand them. This can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering and providing feedback from teaching (whiteboards, book work etc) • Takes place in lessons with individuals or small groups • May be 1:1 discussion with child • Often given verbally to pupils for immediate action • Given by T and TA to provide support or further challenge (real focus on pupil premium & Target pupils) • May re-direct the focus of teaching or the task (through effective questioning , mini-plenaries) • Include highlighting/annotations according to the marking code • Will impact on teaching of current lesson 	<ul style="list-style-type: none"> • Lesson observations/ learning walks • Some evidence of annotations or use of marking code/ highlighting
Summary	<ul style="list-style-type: none"> • Often feedback takes place at the end of a lesson or activity (plenary) • May also take place in PPA or other times • Provides an opportunity for evaluation of learning in the lesson – often through questioning (AFL) of group or class • May take the form of self or peer-assessment against an agreed set of criteria (learning ladders) • May be whole class marking, feedback & teaching with the class teacher • May adapt current subsequent planning & lessons 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Evidence of self and peer-assessment • May be reflected in selected focus review feedback (marking)
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching and away from the pupil (distance marking, out of lessons / after school) • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention or immediate action • Pupil premium & Target pupils prioritised first • Will be Light Touch or Developmental (see below) May involve written comments/ annotations for pupils to read/ respond to (see below) 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/actions taken • Adaptation to teaching sequences • Use of annotations

Marking at Burwell VC Primary School

For all work:

- Teacher supported (T) and Teaching Assistant supported (TA) work is noted at the bottom of the work by the person working with the group. Otherwise, work is presumed to be independent.
- Marking is initialed when carried out by anyone other than the class teacher(s) supply, ITT students etc.
- VF used if verbal feedback is given in lessons
- Teacher marking is in Green pen
- Pupil editing & corrections in Pink pen.

Light touch marking during lessons: Whilst most feedback in lessons is verbal any marking is done “in the moment” to give the pupil timely feedback that the work is correct and allow the Teachers’ & pupils’ to address key mistakes and misconceptions.

- Especially for closed maths & English tasks where work can be ticked to show pupil work is correct / dot for incorrect.
- There may be times when there is also teacher modeling in book to move learning on.
- The emphasis will often be on the Target pupils to help close the gap.

Light Touch marking after lessons: To help the teacher understand the success of the lesson and to inform subsequent teaching; whether the LO have been met; target pupils are closing the gap; which children still require support & challenge.

- Prioritise marking of the Target pupils – those not on track to meet prior attainment and the SEN / PP pupils.
- All work is read
- Closed tasks may be ticked to show pupil work is correct and dot show incorrect (esp maths or closed literacy tasks)
- If the teacher makes a judgement that the key Learning Objected has been **Achieved**
 - The Learning objective (title) is highlighted green if achieved
 - Where a child has achieved the intended outcome and is well-prepared for the next stage in learning there is no need for further comments.
 - Teaching in the subsequent lessons will target next steps and move learning on.
 - If required a Star stamp for reward to indicate Dojos as a recognition effort and / or achieving Learning Objectives.
- If the teacher makes a judgement that the key Learning Objected has is **not achieved** -
 - the title is highlighted orange.
 - **Highlight in orange** in the work where the LO not met
 - The teacher will then use this knowledge to set groups and target teaching in the next lesson.
 - Feedback in the next lesson will share the common or shared success and mistakes.
 - Pupils will be able to respond to marking & make independent corrections in pink pen.
 - Others will receive more targeted teaching , group or 1:1 discussion to address key misconceptions.
- What if there are other mistakes in the work? Key Grammar, punctuation & spelling mistakes?
 - It is not beneficial to pick up every mistake.
 - But for the **Target Pupils** it is essential that the teacher **highlights in orange** the **key / essential** Grammar, Punctuation & spelling misconception(s) which if addressed would close the gap to their prior attainment target. It is suggested that no more than 3 key improvement targets should be shared with a child. These will often be the key priorities identifies in the Provision Map. It is a way of monitoring the success of closing this gap.
 - BMail used to give a development suggestion to help close the gap
 - Letter & number reversals.
 - Pupils will be given the opportunity to independently make corrections to these key GPS mistakes prior to or during the next lesson using pink pen.

- Key age expected Spellings are usually identified & given by the teacher and the child takes the opportunity to learn the spellings (Look say cover write check). When appropriate & for those children who can use a dictionary can self edit their spellings.

Developmental marking:

- In most cases developmental marking will be focused on the final extended piece of independently written work. These will allow children's achievements to be recognized and provide further a clear indication of next steps.
- Marking will involve:
 - Entire piece of work is read and acknowledged to assess if the **Learning Objectives** have been met.
 - Learning objective (title) is highlighted **green if achieved** and **orange if not achieved**
 - The Success Criteria / marking ladder is used by pupils to self assess and by teachers to highlights in green or orange.
 - Example(s) of where Key Learning objectives have been successfully achieved highlighted green
 - Not every other error in a piece of work needs to be identified however teachers will use their professional judgement to identify those key age appropriate non-negotiable Grammar, Punctuation & Spelling mistakes which would move their learning on and allow the child to meet their target.
 - It is suggested the teacher identifies no more than 5 **key** GPS mistakes which if corrected would allow the pupil to improve their work and close the gap.
 - These will be highlighted in Orange to indicate the next step improvements.
 - Spelling mistakes identified sp and pupils find correct spelling & write out 5 times?
 - Letter formation and number reversals will be highlighted by the teacher.
 - Positive comments and praise may also be added if it specific & makes a difference to the child's motivation & self esteem.
 - When there is developmental feedback 'B Mail' envelope is followed by a specific written comment which should help the child 'close the gap' between what they have achieved and what they could have achieved. Moving learning on.
 - Pupils given a chance to make improvements before or during the next lesson.
 - Marking is not an opportunity to teach next skill at distance when it has been identified by teacher to be addressed in next lesson.

Science & Topic: Marking will be to check the pupils' understanding of the key science / topic Learning Objectives and correct use of technical vocabulary. It is not marked as an extended piece of independent English writing. Frequent written praise should be based on the topic content.

Developmental/Quality Marking

In most cases, written comments will be focused on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

Examples of focused comment will include:

- Reminder – most suitable for high achievers. What else could you say about ... Explain your thinking about Add more detail to
- Scaffold – most suitable for children needing a little more support – provide examples of what they need to do. Ask questions or provide unfinished sentences.
- Example prompt – suitable for all, especially lower abilities. Give children a choice of words or phrases eg choose one of these words instead of bad ...
- Modelled Example – a correct example modelled by a teacher/teaching assistant with a further one for the child to try.
- Open Question – pose an open question specifically related to the LI to think about next steps. (How do you know? Show me... Explain...) Questions can also assess pupil's level of confidence or understanding.
- Greater Depth/Explanation – use to extend a child's learning by asking them to explain their learning or reflect on the process or strategies they have used e.g to demonstrate fluency and reasoning for maths mastery.

4. Assessment in Practice

We use two different but complementary types of assessment: **Formative** and **Summative**

Formative assessment

Day-to-day in-school formative assessment is an integral part of effective teaching and learning. It involves a judgement about what the pupil has successfully learned and what the next steps in their learning should be. It therefore informs and directs the teacher's planning, and is used in the classroom to raise pupils' achievement. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or challenge activities (to deepen understanding) and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons and targeted interventions accordingly to ensure pupils make progress.

The sharing of learning objectives and success criteria (marking ladders) with pupils is an important part of Assessment for Learning (AfL). It is based on the idea that pupils will learn most effectively when they are involved in assessing their own learning by understanding the aim of their learning, how they have progressed towards that aim, and what they need to learn next in order to achieve it. It helps them measure their own strengths and understand their areas for development.

We give our children regular feedback on their learning. (see Feedback in Practice section)

Summative Assessment

This involves judging pupils' learning and attainment against national age related expectations. It is important to note that the National Curriculum only sets age related expectations for the

- end of Year 2 (Years 1&2),
- end of year 4 (Years 3&4)
- end of Year 6 (Years 5&6)

Teachers use both Formative and Summative assessments and their knowledge of the age related expectations to make Teacher Assessments in reading, writing, Grammar, Punctuation & Spelling (GPS) and maths every half-term. This attainment is recorded in **Classroom Monitor** where attainment & progress can be tracked. Tests (including previous end of key stage tests & Rising Stars) are used to support teachers with making accurate teacher assessment judgements. These Teacher Assessments are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps in understanding and used to plan the next steps in learning and identify pupils for extra targeted support.

5.National summative assessments

National standardised assessments will be used to provide information on

- how children are performing in comparison to children nationally.
- how the school is performing in comparison to schools nationally.

Teachers are provided with a clear understanding of national expectations and assess their cohort performance against the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance. At key points through primary school, children are assessed against the following national expectations:

- End of EYFS (Reception) Early Learning Goals
- End of Year 1 (Phonics Screening)
- End of KS1 (Teacher Assessments aided by national test material)
- End of KS2 (Year 6 Standards Assessment Tests (SATs))

6. Key groups

All individuals and cohorts (year groups) are tracked throughout the year. Data is discussed by class teachers, within Phase Teams and by School Leadership Team. The School Leadership Team follow and compare the attainment, against national attainment & progress, of the following national groupings:

- Gender (boys & girls)
- SEND and non-SEND
- Pupil Premium and non Pupil Premium
- Low Prior attainers and High prior Attainers
- English as an Additional Language (EAL) and non EAL

7. Early Years Assessment

Within the first 6 weeks of entry to Reception teachers undertake a “Baseline” assessment of all pupils. The school uses the **Development Matters Strands** at 30 to 50 months and 40 to 60 months and reports the data to the Local Authority. This is also currently supplemented by the non statutory Early Excellence Baseline Assessment (EExBA).

As the year progresses children are monitored on their development and progress towards all Early Learning Goals. To support this, the document 'Development Matters in the Early Years Foundation Stage' is utilised and children are assessed in age bands 30-50 months and 40-60 months and then under the further headings of emerging, developing and secure. Evidence is built up over the year to demonstrate their individual level and stage of development using observations, examples of children’s learning in their ‘Learning Journey’ and other books, photos and videos. Provision is made for these observations and assessments by carefully planning relevant experiences and play. Progress is recorded by observing and assessing children either using hand written observations, staff notes or by use of ipads, or on-line platforms. This is recorded every ½ term to provide summative data for the cohort and the information is used in discussions with parents during the year.

At the end of Early Years Foundation Stage (EYFS) the pupils are assessed against the **Early Learning Goals**. This data is reported to the Local Authority and to parents in the end of year report. They pupils are graded as follows:

Below Age Expected	At Age Expected	Above Age expected
Early Learning Goal score: 1	Early Learning Goal score: 2	Early Learning Goal score: 3

8. Assessment Criteria Years 1 to 6

Following the implementation of a new National Curriculum (2015) , the government removed the level descriptors (levels 1 to 10) which were previously used to measure progress and attainment. With levels removed and the focus on securing progress for every pupil, we now have a new way of recording and measuring pupil attainment and progress. This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the ‘Purposes and Principles of Assessment without Levels’.

(<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-finalreport>)

Children are now assessed in year group ‘bands,’ which will be divided as follows:

Year Group Expected Level	Emerging	Developing	Secure	Exceeding (Above / Mastery)
	These pupils are starting to work in the new age related expectations. There are large gaps in their knowledge and skills meaning that their knowledge is not yet secure.	These pupils are working in the new age related expectations however there are small gaps in their knowledge or skills meaning their knowledge is not yet fully secure . They need more practice.	These pupils are confidently working at the new National Standard for their year group and can apply these skills independently.	These pupils have mastered and are confident in using and applying their skills in a variety of contexts and are starting to work on the National Standards from the year above.

Average pupil will be at this level by	End autumn term (Christmas)	End of spring term (Easter)	Year 6 May (SATS) Years 1 – 5 end summer term	
Progress Points	1	2	3	4
National terminology	Below	Working Towards	National standard	Working at greater depth
Year 2 scale score	< 85	85 - 99	100 - 109	115
Year 6 Scale score	<80	80 - 99	100 - 109	110 – 120
	Low prior attainers		Mid prior attainers	High prior attainers

9. **Average Attainment** (for individual pupils and cohort during the school year.)

Start of autumn term	Secure from previous year group	3 points from age expected
End of autumn term	Emerging	2 points from age expected
End of spring term	Developing	1 point from age expected
End of summer term	Secure	At age expected

10. **Progress:**

National Progress is measured using the Scale Scores in Reading, Maths & GPS and can only be done at the end of Year 6, using the Teacher Assessments in Year 2 & the National tests in Year 6. There is no national system of making or reporting assessments in the intervening years (1,3,4 & 5) and no national system to show progress.

To ensure the school continues to monitor progress across all years, each ½ term teachers use Classroom Monitor to identify the number and % of pupils at each level. It also allows teachers to show progress over the year using an in-school points based system. This progress is viewed as progress **year on year** (e.g. July 16 to July 17). This will enable teachers to see where pupils are in relation to where they were at this point last year to easily judge whether they are making good progress. The number of points that represent expected progress in a year vary between frameworks & schools although the principles remain the same in most. Our expected average progress for a year is 3 points.

less than 3 points progress in a year	Less than expected progress	i.e. 1 Secure to 2 Developing
3 points progress in a year	Expected Progress	i.e. 1 Secure to 2 Secure
more than 3 points progress in a year	More than expected progress	i.e. 1 Secure to Above / Mastery

11. **Target Setting**

To help set individual pupil targets the school uses the **Fischer Family Trust** (FFT) which creates **estimates** based on prior attainment & pupil specific details (gender, D.O.B. SEN, PP, EAL) this gives a predicted attainment for the end of the Key Stage. The Year 2 estimate is based upon attainment at the end of Reception and Year 6 estimate is based upon attainment in Year 2.

The school uses the FFT targets to set suitably challenging targets to maximise the number of pupils reaching age expected by the end of Key Stage 1 and Key Stage 2. In particular those pupils who were

- Below Age Expected at the end of Reception to be Age Expected by the end of Year 2 (7+ points)
- Developing in Year 2 to be Age Expected in Year 6 (13+ points)

The school uses this FFT estimate data to set cohort targets for the end of the key stage and allows the school to

monitor whether the cohort is on track to meet the national outcomes. Teachers in each year group use these year group FFT targets for reading, writing, GPS and mathematics and each half-term teachers track their pupils' attainment against the FFT target and the national outcomes from the previous year.

12. Communicating with parents

Children's attainment and progress will be discussed at Parent Consultation Meetings which take place during the autumn and spring terms. The current level of attainment (Emerging, Developing, Secure and Exceeding) in reading, writing, GPS and maths, is shared with parents. Teachers share the areas of success as well as identifying the next targeted areas of improvement. Throughout the year teachers provide parent information events, newsletters, homework, and specific resources to help parents support learning at home.

We encourage parents and carers to contact the school if they have any concerns about any aspect of their child's learning. Teachers are willing to arrange a time for informal consultation if parents wish to discuss their child's learning at other times during the year. The SENCO is available to discuss the assessment, attainment & progress of pupils with Special Educational Needs.

End of year reports contain the Teacher's summative judgement of Emerging, Developing, Secure and Exceeding in reading, writing, GPS and maths against the national age related expectations. In Reception, Year 1 (phonics) Year 2 and Year 6 parents are given the results of national assessments. A letter accompanies the report explaining attainment and progress and explains how parents can use previous reports to check whether a pupil is making good progress. Reports also comment on progress, attitude to learning and identify the key next steps for reading, writing, GPS and maths. Key national assessment data is included in these reports.

Information on the National Curriculum and the Age Related Expectations are all available on the school website.

13. Inclusion and assessment for learning

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. In addition to the assessments above, the school makes use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs (for example Dyslexia, Autism, Dyscalculia) which leads to identifying requirements for support and targeted intervention.

14. Moderation of standards

Throughout the year, teachers meet to moderate their teacher assessments between classes in the year group, across the key stage and across the entire school. They also take part in local and county training and moderation between schools and external county moderation exercises. All subject leaders also study examples of children's work within their subject area. Teachers use national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school. Teachers attend moderation meetings with teachers from other local schools to ensure that their judgements are consistent with local and national benchmarks.

It is each subject leader's responsibility to ensure that the samples that they keep of children's work, for moderation purposes, reflect the full range of ability within each subject.

Our subject leaders also consider examples of work from and take part in moderation exercises with our local secondary schools, as we believe there should be a common understanding of standards right through the education process.

External moderators, organised by the Local Authority (LA), visit the school to formally moderate and confirm the teacher assessment judgements in EYFS, year 2 and year 6. This happens at least once every four years. In between these formal moderation visits there are spot checks and county moderation meetings. We require our teachers to attend any relevant training or moderation even if they have not been invited to attend by the Local Authority. Similarly, the proper administration of national tests in year 1, year 2 and year 6 are checked by an annual, unannounced visit by the Local Authority.

15. Monitoring and review

Phase leaders are responsible for monitoring the implementation of this policy. We allocate designated time for this task. The coordinator uses this time to scrutinise samples of pupils' work, teachers' marking and assessment records, and to observe the policy being implemented in the classroom. Phase meetings are also dedicated to reviewing practice across each phase.

Senior staff monitor pupils' overall progress on a half-termly basis so that possible under-achievement can be identified and addressed as soon as possible. Standards are reported termly to the Governor's Standards & Curriculum Committee

Appendix 1: Written marking codes

[Marking policy Appendix 1 Marking codes for books.pub](#)