



Assessment & Marking Policy

St Teresa of Lisieux Assessment, Feedback and Marking Policy (Jan 16)

1. Rationale

1.1 Assessment and feedback is where teaching meets learning in terms of pupils' individual targets and reflection on what they have learnt in terms of knowledge, skills and a deeper understanding that is transferable to different contexts.

1.2 Where possible feedback should be collaborative and the value of oral feedback and discussions with pupils about what and how they learn should not be underestimated.

1.3 The main function of daily and weekly assessment is to provide formative information and indicate to pupils:-

- Specific aspects of the work in which they have been successful
- Identify and address errors and misconceptions
- As appropriate, further challenge pupils to extend or reinforce learning

1.4 Inform the teacher's short term planning.

1.5 Teacher's marking and comments can also provide information for parents about the progress their child is making and what their strengths and weaknesses are in particular subjects.

2. Whole School Consistency in Assessment, Marking and Feedback

Presentation in all subjects

Pupils should be reminded to always take pride in their work, when children write:

- The date should be written on the left hand side and underlined with a ruler
- A short date should be used in Maths and a long date in English
- **In KS1 if the teacher writes the date it can be the short date and the LO doesn't have to be underlined .**
- All headings should be underlined with a ruler.
- In KS2 margins are used on the right hand side in Maths.
- Pens can be used from year 4, except in Maths.
- No felt tips should be used in books.
- Worksheets should be kept to a minimum; paper should be securely attached with glue within the parameters of the book.
- Targets should be in books.
- Marking should take place in a different colour to that of the child's writing, it does not have to be red.

- Green pen/highlighter to represent good and pink pen/highlighter to think and to improve.

Acknowledgement Marking

This marking is applied to every piece of work, informing the learner about how well they have achieved the learning objective thus enabling the teacher's comment to focus upon addressing errors and misconceptions as well as areas for further improvement.

Marking Symbols

G = Guided

S= Supported

I= Independent

KS1

☺ = Achieved

☹ = Working Towards

☹ = Further Work

KS2

A = Achieved

S = Working Towards

FW = Further Work

Verbal Feedback

Where verbal feedback has been given, a brief statement indicating the focus of the feedback may be included if appropriate.

VF= Verbal Feedback

Peer and Self-Assessment

Where appropriate, learners may peer or self-assess against given criteria. This should be acknowledged by the teacher.

- Using the appropriate marking symbols (see above these will be put in the front of children's book)
- Marking of daily work to assess children's ability to apply skills which have previously been class taught more independently

2.1 Frequency and depth of marking and feedback in English

All pieces of writing could be marked against one or more of the following areas:

- Punctuation
- Sentence Structure
- Composition
- Language features
- Spelling

Marking symbols

L- Language Features identified in the margin

P- Punctuation identified. (C- Capital and F for full stops KS1)

Sp- Spellings are identified with an S in the margin

[.....] Highlighted in pink for pupil response

Extended / Published Writing

All pieces of extended or published writing should have a more detailed mark.

The structure and composition of the text type is the key focus of the marking, alongside punctuation, sentence structure, composition, language features, and spelling.

Marking should provide opportunities for learners to re-draft and/or edit writing with an aim of improving the quality. This edited work should be marked.

Areas identified through detailed marking should feed back into planning.

Guided sessions or 10 minute basic skill sessions could be used to address any areas identified for further development

Detailed marking may be a reminder prompt, an example prompt or a scaffold prompt

Cross Curricular / Applied Writing

The content of this writing is marked against the subject specific criteria, that is, the learning objective taught in the History / Science / Geography / R.E. lesson.

It should also be marked as an extended/ published piece of writing and therefore in accordance with the criteria specified above.

2.2 Frequency and depth of marking and feedback in Maths

The acknowledgement marking key (see above) will identify how successful the learner has been.

Reinforcement / Consolidation Marking

For children who have not been successful, quality marking consists of:

- Model the skill
- Repose similar questions

Questions should allow for pupil response. All pupil response should be marked.

A guided session or adult led follow up may be needed to re-visit the learning.

Challenge Marking

For children who have been successful, quality marking consists of:

- Questions that allow learners to apply the skills
- Questions that deepen understanding of the same content

Comments should allow for pupil response. All pupil response should be marked.

Areas identified through detailed marking should feed back into planning.

Guided sessions or 10 minute basic skill sessions could be used to address areas for further development.

Cross Curricular Mathematics

The content of this work is marked against the subject specific criteria, that is, the learning objective taught in the History / Science / Geography / R.E lesson.

It is also marked as an example of mathematics and therefore in accordance with the criteria specified above.

2.3 Depth of marking and feedback in foundation subjects will include as well as comments on subject knowledge - comments on skill application, understanding of concepts and where appropriate the application of literacy and numeracy skills

Acknowledgement marking should always be used

Where appropriate, a more detailed mark may be appropriate and this would follow the procedures outlined above.

2.4 Time between marking and feedback to children: Children will receive feedback on work in their books no later than two lessons after it was completed and handed-in.

2.5 Time allocated for children to respond to teacher feedback: up to 15 minutes will be provided at the beginning of the day or within a lesson.

2.6 Agreed variations in feedback between Key Stage One and Key Stage 2-see marking symbols

2.7 In English pupils have 1 English book.

3. Quality of Teacher's Marking, Feedback and Pupil Response

3.1 Teacher feedback comments will aim to always be as specific and directional as possible so that pupils have a clear understanding of what they have done well and what they could improve upon further before moving on to the next piece of work. A green pen/highlighter should be used to identify what has been done well and pink is used to encourage children to think and improve their work

3.2 Success Criteria: Where appropriate, children, as a class, will either be given or identify themselves the criteria to be included in a successful piece of work as this: (a) assesses their prior learning or retention of previous learning as well as being an essential aid for self or peer evaluation

3.4 Pupil response may require pupils to:

- Correct errors
- Improve specific aspects of their work which have been specifically identified by the teacher
- Add to their original work or use a different strategy.

3.5 Pupils responses to written feedback should be marked by the teacher

3.6 **Teacher –Pupil fifteen minute interviews** take place each term using the Assertive mentoring sheets.

4. The School's Assessment System

4.1 In English the half termly planning will indicate which pieces of work have been identified as extended/assessment pieces. Daily classwork will focus on teaching the knowledge and skills pupils will be required to apply in the assessed pieces of writing as well as teaching other skills.

4.2 Teacher feedback will indicate whether the work was **completed entirely independent (I) of or partially independently (G) or with support (S)**. **When children work independently annotate the work if they have used dictionaries or word mats.**

4.3 **Extended write/Assessment pieces for both English and Maths will be marked in detail and moderated** to indicate if the pupil is working at a predicted age related expectation or above or below that standard. The moderation process can include looking at pupils' work across the half term if the assessment mark is considered unrepresentative of typical work. This information will then be entered into the school's pupil progress tracking system for each year group. This information is then analysed by the Senior Leadership Team and the English and Maths subject leaders before being presented to the whole staff and then discussed in phase groups in terms of the cohort and pupil groups within the cohort.

4.4 **The following information is presented to governors** – firstly to the standards and outcomes group and then the full governing body:

4.4 **Pupil progress meetings** for each teacher with the head teacher take place each term and slippage meetings every half term.

4.5 Pupils who are making less than predicted progress are supported in a variety of ways including:-
Interventions and targeted support.

4.6 The main learning objectives for the year will be fastened into the front of each pupil's book from which **pupils will identify** (following discussion with their teacher) **their individual targets** for the half term. The teacher or child will agree the objective has been met when.... 3 examples of that objective being used correctly are evident in the child's work including one example in a subject other than English.

5. Monitoring and Evaluation

5.1 Work scrutiny for all year groups is undertaken by the English and maths subject leaders / team members with a particular focus on pupil progress for identified groups.

5.2 Moderation of pupils' work in English and maths takes place each half term in phase groups and also as a whole staff activity.

5.3 Pupil progress in foundation subjects by those subjects' coordinators and a written report produced as part of the feedback to SLT, the staff and individual staff. The reports identify any action points.

5.4 Pupil Voice is surveyed twice a year and includes questions on using teacher feedback, using targets and what aids learning.

5.5 For English and Maths the school is a member of a 2 local network of schools who meet each term to moderate the work of pupils

5.6 Phase leaders oversee the monitoring of staff consistency within their team in relation to the school's Assessment, Marking and Feedback policy. This includes the matching of work to pupils' abilities, quality of marking, pupil response, pupils' pride in the presentation of their work and the standard of their handwriting.