

# Our Lady and St Edward Academy

## Assessment and Marking Policy

Governors and staff at Our Lady & St Edwards Catholic Primary & Nursery School value each child as a unique individual made in the image and likeness of God with a range of individual gifts and talents. Therefore, we aim to provide every child with access to a broad and balanced education and to ensure their continuous progress to meet their full potential.

### **Assessment**

#### **Aim**

To ensure the maximum progress possible for every child & to involve them in their own learning & progress.

#### **Objectives**

- To find out what each child knows, understands and can apply
- To set challenging and achievable targets for all children
- To diagnose strengths and weaknesses
- To inform future teaching and planning and target setting
- To measure progress over a given timescale
- To ensure continuity when moving class
- To discover if the teaching methods used are effective and are covering all learning styles
- To give the child a feeling of success and achievement
- To fulfil statutory requirements
- To know how the school achievement compares within the LA and nationally

#### **We aim to assess**

- Academic progress in all curriculum areas
- Positive learning behaviours, motivation, co-operative skills
- Social and emotional development and behaviour
- Physical skills and development

#### **Planning for Assessment**

A balance of formative (on-going assessment used to inform the next steps in teaching and learning) and summative (end stage assessment of learning progress) assessments will be used as follows:

Long Term (summative)

- Assessing pupils work against key objectives for their year group within the New National Curriculum.
- Assessing pupils work against school targets at the end of each Key Stage
- Assessing pupils work against national results at the end of each year and Key Stage
- Recording the progress made over the year

Medium Term (formative & summative)

- Recording progress in relation to targets set
- Measuring attainment at the beginning and end of a unit of study
- Identifying strengths and weaknesses of group and individual performance

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- Assessment to inform future planning

### Short Term (formative)

- Assessment through question and answer in every lesson
- Assessment through marking children's work
- Assessment against the Key Questions of the lesson
- Assessment through observation

### Assessment Methods

#### Ongoing

- Classroom observation
- Question and answer
- Discussions with individuals and groups
- Intervention in small group work
- Marking children's work
- Testing
- Weekly comprehensions.
- Discussion with Teaching Assistants
- Peer assessment
- Self assessment

#### Formal

- Early Year's Profile.
- Reception Baseline Assessment; September 2015
- Y1 phonics screening & Y2 phonics screening for any pupils who do not achieve the standard at the end of Y1.
- Key Stage 1 SATs
- Key Stage 2 SATs
- SEN Assessments (as appropriate)

### Target Setting

- Whole Class or individual targets
- Learning Objectives set by the teacher in the form of Key Questions.
- Individual targets set via the process of marking children's work.
- Attention is drawn to an individual's targets by the teacher/teaching assistant (often verbally).
- Provision Map targets are set with the child being involved in this process.
- Group targets are set for interventions which are used to close the gap in pupils skills and knowledge of a particular aspect of learning.

### Recording

#### Short & Medium Term Assessments

- Recorded by the teacher in the child's book.
- Recorded by the teacher in the SIMs database.
- Recorded by the teacher/teaching assistant in the child's Provision Map.

#### Long Term Assessments

- Nursery Profile.
- Early Years Profile.

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- Reception Baseline Assessment.
- Half termly Records – SIMs
- Key Stage 1 SAT results
- Key Stage 2 SAT results
- Report to Parents

### Marking

#### The Purpose of Marking

For the Teacher:

- To identify levels of attainment.
- To move pupils on and ensure progress.
- To identify where more help is needed.
- To inform the planning of future work.

For the Pupil:

- To understand their own level of attainment.
- To be clear about how to make improvements in their next piece of work.
- To have an opportunity to respond to comments made by the teacher during 'improvement' time during the school day.
- To feel that their work and achievements are valued.

#### Types of Marking

There are many forms of marking. Selecting and using the most appropriate form with regard to the age and aptitude of the child and the activity in question, is an essential part of effective teaching.

- **Correcting** involves drawing the child's attention to errors in spelling, punctuation or content through the use of highlighted text or in maths a consolidation or extension problem; use an arrow at the bottom of the page to draw pupils attention to the correction task.
- **Identify own errors** involves asking children to look back for example in maths or in a piece of writing to identify errors they have made.
- **In R.E** 'driver' words are used to set targets for next steps.
- **Rewards** such as house points, stickers and smiley faces can be used to provide encouragement to a child and also to reward their efforts; positive comments are notated by a star.
- **Verbal marking** is done with the child present and is a vehicle for praise, reinforcement, encouragement, explanation of errors and target setting; V inside of a circle.
- **Self marking** can be a useful tool for older children to identify and correct their own errors.

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### Effective Marking

Marking is most effective where:

- Constructive comments encourage improvement.
- Judgements are explained in accessible terms.
- Pupils receive a quick response.
- There is a clearly understood focus for marking.
- The criteria for assessment and marking are shared with pupils.
- Pupils are challenged to make improvements.
- Pupils' contributions are valued.
- Errors are dealt with positively so that they inform future action.
- Issues raised are followed up.

### The Process of Marking

Our own school research has shown that children like marking to be easy to read and to be in colour. Purple pens are used for marking

Spelling mistakes should be highlighted in any piece of work. The words should be underlined in the piece of work and written correctly at the end of the work. In most cases, the words chosen for correction will be those in common use.

Errors in punctuation can be highlighted or by circling the error. Attention can be drawn to this through verbal or written comments to the child that should explain the mistake; the comment should be a command and not a question e.g. 'rewrite the highlighted paragraph.'

Where verbal marking is undertaken, this should be indicated by placing a 'V.F' inside a circle, on the page or where appropriate, a smiley or solemn face can be used to denote the outcome of a discussion with the child.

House points and stickers are used throughout the school to reward good work and effort. Stickers should be placed on the child's work, although it is recognised that young children will also want a sticker on themselves. In the Nursery, stickers are always put onto the child rather than the work.

Children can be allowed on occasions to mark their own work; this should be done in a green pen. This should be at the teacher's discretion and should provide some benefit to the children in terms of recognising their own mistakes. Children may sometimes mark the work of another child and positive peer comments can be made.

Children should be given the opportunity to respond to their teachers marking in 'Improvement Time' which takes place at the beginning of the school day; all responses will be in a green pen.

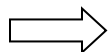
By Year 5 and 6, some children will be capable of self-checking and redrafting their work. Such work can be undertaken in pairs or small groups.

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A star will mean represent something a child has done well.



An arrow represents something a child needs to improve on next time- a target for improvement. This should be given in an instruction and not via a question to the child; an example should also be given for clarity.



A bubble may be used to set targets related to presentation.

Expectations of Marking:

### Reporting

To Parents

- Informally throughout the year
- Formally at 3 Parents' Evenings
- Via the reading diary
- In the Gold Book Assembly and via Gold Book Certificates
- Through termly special needs reviews
- Through the annual written report
- Through SATs results at the end of each Key Stage
- Via letters to the parents

To the LA & DfE

- Early Years Profile & Reception Baseline to the LA
- SATs results returned to the DfE
- HLN Funding applications to LA
- Annual Progress Review Meeting with the school consultant.
- Annual Reviews for children with EHC plans are sent to the LA.
- PEP reviews with the LA for any Looked After Children in the care of the LA.

### Information Analysis

The Assessment Co-ordinator analyses information received from SAT results, Early Years Profile, the DAISI report and the RaiseonLine as well as in school tracking data. Conclusions with regard to the school and LEA and national comparisons are disseminated to all staff. Targets are set in the light of this analysis at pupil progress meetings and form part of teacher's performance management targets.

### Policy Review

This policy will be reviewed in line with the school review cycle.

Reviewed by SLT & All Staff March 2016

Reviewed by governors March 2016

Signed:

Date: