

## Assessment/ Marking/ Tracking Policy

### **Purpose**

This policy acts as a guide to marking to ensure a commonality of expectation and consistency of approach throughout the school.

### **Rationale**

Marking is an integral part of the assessment process. Quality marking provides **constructive feedback to children, focusing on success and improvement needs against learning objectives**. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Summative Assessment **is the formal testing of what has been learned in order to produce marks or grades which may be used for reports of various types. This is different from Formative Assessment, in which the emphasis is on on-going, day-to-day assessments of different types used to judge how best to help pupils learn further**

### **Aims**

- To acknowledge effort and attainment.
- To involve children in their learning, by giving regular verbal and written feedback so that all pupils know and understand where they are in their learning, where they are going and know how to fill the gaps.
- To give suggestions for improving learning.
- To correct mistakes and offer encouragement.
- To assess children's learning against stated learning objectives.
- To involve children in their learning by providing regular opportunities for self and peer assessment within lessons.
- To involve children in whole group shared marking, appropriate to their age, which allows for discussion and analysis in a secure environment.
- To use assessment data to raise the expectations of pupils, teachers and parents in order to achieve the highest possible standards for each child.
- To ensure that assessment contributes to accurate record keeping which is used to monitor progress and identify pupils' strengths and weaknesses.
- To set challenging curricular targets for all pupils to raise expectations and support pupil progress.
- To ensure that assessment is central to planning, delivering and reviewing the curriculum so that pupils' needs are met accurately.
- To use assessment information to inform pupils, parents/carers, teachers, subject leaders, senior leadership team and all other interested stakeholders who have a shared interest in pupil progress.

### **Actions**

- Share assessment information with pupils, parents/carers and all other interested stakeholders at the end of each semester of the academic year.
- Strengthen whole school and teacher knowledge of pupil progress and prior attainment.
- Analyse the performance of different groups of pupils e.g. gifted and talented, SEN, boys and girls etc.

- Identify pupils who are at risk of underachieving and plan provision for additional support and intervention programmes to support these pupils.
- Measure the impact of additional support and intervention programmes on pupil progress.
- Set numerical targets for every pupil
- Identify whole school strengths and weaknesses in Reading, Writing and Mathematics and identify areas for development.

Set whole school, half termly targets for reading, writing and mathematics

### **At a classroom level**

The school's pupil tracking system and whole school curricular targets are used to support planning, teaching and learning and assessment for learning on a day-to-day (formative) basis by ensuring:

- Appropriate grouping of pupils to support differentiation in planning.
- The setting of differentiated curricular targets for reading, writing and mathematics for all groups of pupils, termly, which are matched to children's attainment levels. Pupils with IEPs will work towards their individual targets.
- Teachers' planning is explicitly linked to curricular targets for different groups and individuals.
- Teachers plan for and use day-to-day assessment strategies (questioning, observing, discussing, analysing work, checking children's understanding) to gather information on children's progress against learning objectives and curricular targets.
- Teachers annotate planning in the light of ongoing assessment.
- Teachers use the information they gain to identify children's next steps in their learning and inform future planning so that they can move children's learning towards and beyond the learning objective and curricular target.
- Teachers display the expectations, learning objective, success criteria and outcomes of a lesson or unit of work and explicitly share these with pupils at an age appropriate level.
- Teachers provide children with oral and written feedback regularly as well as opportunities to assess themselves, individually or with a partner, to identify success against the learning objective/curricular target and next steps.
- Teachers use target displays to support children's knowledge and understanding of the progress they are making towards the achievement of curricular targets.
- Teachers plan time for children to respond to oral and written feedback and to discuss the improvements made.

### **At a pupil level**

Assessment data from summative tests and day-to-day (formative) classroom assessment strategies ensure that:

- Pupils have high expectations of themselves and know that learning is important and enjoyable and that everyone can improve.
- Pupils have the opportunity to receive additional support to help them reach their potential.
- Pupils understand the purpose and aims of the work they are engaged in.
- Pupils recognise their achievements and understand the steps they need to take in order to make further progress both within lessons and as part of their work towards curricular targets.
- Pupils are involved in whole group shared marking, appropriate to their age, which allows for discussion and analysis in a secure environment.
- Pupils are engaged in creating success criteria for lesson objectives and curricular targets.

- Pupils use success criteria to support self-assessment and peer assessment and are able to evaluate their own and others' work.
- Pupils are regularly given time to respond to written and verbal feedback in order to improve their work.


### General guidance

- All children's work will be seen and acknowledged by teachers as soon as possible.
- Comments, whether verbal or written, should relate to the learning objective/curricular target/success criteria of the task. Task expectations must be made clear to the child before commencing.
- Comments should be positive and give suggestions on ways the child can improve.
- All spelling, punctuation and grammar errors are not marked in every piece of work but will be noted as a future teaching point. On occasions these errors may be underlined by either the teacher/ child and the correction written in the margin.
- Marking, whether verbal or written, should be given regularly and soon after the completion of a piece of work.
- Marking should be done in red.
- Response partners should be used to allow senior children to comment on one another's work. Guidelines should be given to children before commencing.
- Quality marking is given to approximately one group (6 pupils) per day
- The following agreed symbols will be used consistently across the school when marking:

PA – peer assessment

SA – self-assessment

VF – verbal feedback

 - Curricular target met

### Self/peer assessment ( For grades 4 to 6 only)

- Children need to evaluate their own and others' work, to identify progress and help the teacher to provide future work. This can be achieved by using a code to allow children to indicate how they felt about their work e.g.

- Thumbs up/down/sideways

☺ I understood the learning objective

☹ I need more practice

⊗ I don't understand the learning objective

- Highlighting the lesson objective.

- Teachers will acknowledge children's self/peer assessment by placing a tick next to the child's symbol/highlighted objective if they agree or a cross if they feel the child has not accurately gauged their own/peer's achievement and understanding.

\*Children will mark their own and others' work in green/ pink colour

### Quality marking

- Quality marking, whether verbal or written, should be used approximately once a fortnight or when a child has completed a substantial piece of work.

- Marking should focus on both the successes against the learning objective and quality needs.
- Children must be given time to respond to the quality marking as soon as possible after it is given.
- When quality marking teachers will:
  - i) Read the entire piece of work.
  - ii) Highlight examples of where the child has met the learning objective in yellow.
  - iii) Highlight next to an aspect of the work which could be improved in green.
  - iv) Provide a focused comment, verbal or written, which should help the child to ‘close the gap’ between what they have achieved and what they could have achieved.
- Useful closing the gap comments are:
  - A **reminder** prompt – *How would David be feeling after Sam had run away?*
  - A **scaffolded** prompt – *What was the monster doing? ‘The monster was so angry that he...’*
  - An **example** prompt – *Choose one of the following to make your work even better or try and think of your own sentence.*
    - i. James was a kind, likable boy with a great sense of humour.
    - ii. James was easily bored and liked lots of attention.

### **Monitoring arrangements**

All members of staff are expected to be familiar with the policy and to apply it consistently.

Date: September 2013

To be reviewed: June 2014