



**ALL SAINTS' C.E.(C) PRIMARY
SCHOOL**

Believe to Achieve

ASSESSMENT AND MARKING POLICY

July 2017

The principles of assessment

Effective assessment must be fit for purpose. It is an integral part of teaching and provides evidence to inform teaching through formative assessment and information for a wider audience through summative assessment.

Management and evaluation of assessment

Recording of assessment information should be manageable and useful as well as being sufficient for legal reporting arrangements and accountability purposes.

Pupil Progress Meetings are held with year group teams each half-term to review the progress of the whole class, vulnerable groups and any individuals who are causing concern. Data is formally recorded and analysed to avoid adding unnecessarily to teacher workload.

Summative Assessment

Summative assessment may take place at the end of a particular unit of work, or at the end of a school year and informs teachers of how well children have understood, retained learning and the progress they have made over a period of time. It can be used to inform the following year's teacher, to inform parents of their child's progress and attainment, or to inform school improvement. Examples of summative assessment are:

- EYFS Profile
- End of unit assessments, e.g. in Science
- End of term assessments, e.g. PIRA and PUMA/White Rose
- Assessed independent pieces of writing
- Annual reviews for children with an EHCP or Statement of SEND
- Standardised assessments for children with SEND, e.g. Parallel Spelling, GRTII, Verbal and Non-verbal assessments.

In addition, there are **National Curriculum summative assessments** which measure children's abilities against national standards:

- Phonic screening assessments
- KS1 assessments
- KS2 assessments

Formative assessment

The main purpose of formative assessment is for teachers and pupils to have a clear understanding of where they are with their learning and what they need to do to move learning forward:

'Speed of learning doubles following effective feedback. Praise, punishment and rewards are the least effective forms of feedback. Feedback should be just in time (immediate), just for me (personal)....

Prof. John Hattie

Types of feedback

The type of feedback will depend on the age and ability of pupils and the context of the lesson. The most effective feedback is immediate and linked directly to the individual's learning; this may be verbal or written feedback. Where verbal feedback is given, staff will record this in the child's work. (Stamp or 'VF').

Marking

All marking should be:

- **Manageable:** The assessment policy is clear that marking practice should be proportionate and consider the frequency and complexity of written feedback, and cost and time-effectiveness of marking in relation to the overall workload of staff.
- **Meaningful:** Marking varies by age group, subject and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.
- **Motivating:** Marking should help to motivate pupils to make progress. This **does not** mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

Written feedback:

Correcting work: Teachers should distinguish between a mistake and an error.

Mistakes - should be marked incorrect but correct answer should not be given.

Errors - these result from an underlying misunderstanding or lack of knowledge. Teachers should therefore respond to this with a **hint** or a **question**.

- 1 in 3 pieces of work and any significant pieces of work (e.g. extended writing) will be marked in depth.
- In Maths, use ticks where work is correct, dots where mistakes are made. In all other subjects, use ticks where work is correct.
- In EYFS, KS1 and Y3/4, teachers will use the '2 stars and a wish' stamps.
- In Year 5/6, teachers' comments will be made using the WWW and EBI format. Please ensure children respond to the EBIs.
- All marking should move learning forward, therefore 'show me...' and 'action EBIs should be used where possible.
- Spelling corrections should be underlined and written out correctly underneath the piece of work. Please refer to spelling rules/patterns for EBIs. A maximum of 3 words should be identified for KS1 children to correct and 5 words for KS2 children. Spellings should be corrected using word lists, dictionaries or thesauri. Any spelling corrections should be written out 3 times.

Presentation of marking

- Work should be marked in green pen.
- Comments should be written in legible cursive handwriting which models a high standard of handwriting and presentation in accordance with the school handwriting policy.
- Comments should be written in child speak.

Responding to Marking

All children need to be given time and opportunity to respond to feedback. In EYFS and KS1, this should be adult-led and in KS2, children should be able to do this independently. This may take place at the beginning of the lesson or in an adult supported group. All KS2 pupils should initial comments to show that they have been read and understood.

Pupils may, where appropriate, self-mark work, or mark another pupil's work. This may be particularly relevant in maths. Teachers should review this marking and acknowledge it with a tick or detailed marking where appropriate.