



# **Assessment Policy - Including Marking and Feedback**

Agreed at (please indicate with a \*):

- Full Governing Body Meeting \_\_\_\_\_
- Children and Learning Committee Meeting \_\_\_\_\_\*
- Resources Committee Meeting \_\_\_\_\_

Date: 2.9.24

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# Assessment Policy including Marking and Feedback

## 1. Introduction

Assessment lies at the heart of the process for promoting and securing children's learning. It provides a framework for setting educational objectives and monitoring and communicating children's progress. Assessment should be carried out in partnership with children.

## 2. Objectives

The aims of assessment in our school are:

- a) To enable children to demonstrate what they know, understand and can do in their work; also help them understand what they need to do next.
- b) To help children recognise the standards to aim for and to understand what they need to do next to improve their work.
- c) To allow teachers to plan work that accurately reflects the needs of each child.
- d) To provide regular information to parents that enable them to support their child's learning.
- e) To provide the Extended Leadership Team and Governors with information that allows them to make judgements about the effectiveness of the school.

## 3. Forms of Assessment

At Stamford Green, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

- a) Assessment for learning involves the use of assessment in the classroom to raise pupil achievement. Staff use Learning Questions, marking and feedback and self-assessment to involve pupils in their learning and to inform them of their next steps through their live marking.
- b) Assessment for learning opportunities are identified in planning. Questioning during lessons is also used to inform assessments.
- c) Assessment of learning involves judging pupils' performance against expected standards. Teachers make judgements about pupils' attainment against the year group expectations three times a year.

## 4. Teacher Assessment

At Stamford Green, we use Teacher Assessment of the children's abilities alongside tests and external assessments (e.g. DfE statutory assessments, National Curriculum Test papers, Early Years Foundation Stage Profile, SEND reports). Teacher Assessment may include the use of:

- a) Children's work in class.
- b) Specific assessment tasks, such as reading or maths Star Renaissance tests, writing assessments, phonics assessments.
- c) Homework and information from parents.
- d) Observations of play/learning (sometimes including photographs).
- e) Questioning and discussion.
- f) Teacher assessment data will be entered into Insights, our assessment database, at the end of a term.

## **5. Moderation of Teacher Assessment**

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is agreement by others of the judgements made.

We will:

- a) Use our school curriculum compendiums to make informed judgements and to moderate pupils' attainment and measure progress.
- b) Meet regularly in year groups to moderate writing, reading and maths.
- c) Meet on a termly basis with other local schools to moderate judgements.
- d) Moderate work through planning and book scrutinies, feeding findings back to members of staff and then checking for impact.
- e) Collate evidence to back up teacher assessments.
- f) Participate in moderation schemes in the Local Authority.

## **6. Pupil Progress Review Meetings**

Pupil progress review meetings take place three times a year to celebrate progress that the children have made and identify areas for further improvement so all children can reach their potential.

- a) In the autumn, spring and summer terms, all class teachers make a judgement for every child in their class for reading, writing and maths
- b) Class teachers monitor, review and evaluate the progress of the children in their class and interventions that have taken place and plan actions for target children who may not be on track with their attainment.
- c) Class teachers meet in their year groups to discuss the progress of the children in their class, to discuss the actions that have been carried out and to suggest other ways that all children can make progress. Year group Leaders of Learning produce a SWOT analysis for the year group.
- d) The Extended Leadership Team meet to discuss the progress of children in every year group. Year Group Leaders of Learning present their SWOT analysis; discuss individual children and actions which have been planned for the future term.
- e) For any classes where the attainment of any subjects individually or for reading, writing and maths combined is below 75% there will be an additional Pupil Progress Meeting every 4 weeks with the Deputy Headteacher for Teaching and Learning. During this meeting, the progress of individual children are discussed, actions are evaluated and children's work is reviewed.
- f) Between the three pupil progress review meetings, Year Group Leaders meet with their year groups to ensure that all actions planned during the PPR meetings are taking place and evaluate effectiveness for individual children.
- g) This process may be repeated at more regular intervals if necessary.

## **7. Early Years Foundation Stage**

- a) Throughout the Foundation Stage, class teachers use Insight to record the progress of the children in their class.
- b) This is based on age bands of development across the six areas of the Early Years Foundation Stage Curriculum. Teachers make judgements of these six areas against their chronological age across the 17 ELGs in line with the school's Pupil Progress Review cycle.

- c) At the end of the summer term of YR, class teachers will make a judgement of their children's attainment against the Early Learning Goals. Teachers will decide whether the children have met each of the Early Learning Goals.
- d) This information is reported to parents/carers and is electronically transferred to the Local Authority.

### **8. Phonics Screening Test**

- a) The Phonics Screening Assessment is undertaken in the summer term of Year 1. Children are expected to read a list of real and 'alien' words using their phonic ability. A pass rate score is set each year by the Department of Education.
- b) Children who did not pass the Phonics Screening in Year 1 will be retested in the summer term when they are in Year 2.
- c) The information is reported to parents and is electronically transferred to the Local Authority and the Department for Education.

### **9. National Curriculum Tests**

At the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6), pupils take part in National Curriculum Tests (NCTs).

- a) In Year 2, the children will take part in non-statutory and statutory (Y6) tasks to assess their reading, writing and maths. These tasks are marked internally and may contribute towards the end of key stage judgement, which is awarded to each child about whether they are working at the expected standard.
- b) In Year 6, the children will take part in tests to assess their reading, maths and grammar. These tests are marked externally and returned to the school late in the summer term.
- c) In Year 6, teachers use their assessments of the children's work to award a judgement as to whether the child is working at the expected standard in writing and science.
- d) All levels from the end of Key Stage 2 assessments are reported to parents, the Local Authority and the Department for Education.

### **10. Reporting to Parents/Carers**

Reporting to parents and carers provides the opportunities for communication about their child's achievements, abilities and future targets.

At Stamford Green we will:

- a) Provide opportunities for three parent/carer consultation meetings so parents can discuss their child's achievements, abilities and future targets. Teacher assessment data for reading, writing and maths will be shared at the autumn term and spring term evening.
- b) Provide an annual end of year report, which will include results of statutory end of key stage test results and teacher assessment data for all areas of the National Curriculum.
- c) Discuss pupil progress at the request of a teacher or parent/carer at any time throughout the year.

### **11. Marking and Feedback to Children**

Marking and feedback will:

- a) Relate to the Learning Question taught during the lesson.
- b) Create a dialogue which will aid progression through live marking.
- c) Give children recognition and appropriate praise for the success of their work.
- d) Give children clear strategies of how they can improve their work through live marking.
- e) Develop children's self-esteem through praise and valuing their achievements.

- f) Allow children to be part of the marking and feedback process for themselves.
- g) Be accessible for children.
- h) Be consistent throughout the school.

## **12. Marking Definitions**

### **a) Live Marking**

Where possible, the majority of lessons should be live marked using the school's marking code. Teachers should ensure that during the lesson, they give as many children feedback about their work as possible.

This includes spelling corrections – a maximum of 1 spelling corrections should be identified. This will be from the spring term for Year 1. (Teachers should consider any SEND needs of the pupils in this class and make reasonable adjustments e.g. practise letter formation or practise high frequency words). If a teacher has live marked in a lesson, they do not need to further mark the work again.

### **b) Distanced Marking**

It may not be possible to live mark all of the children's books during a lesson. If this is the case, then teachers will need to mark the children's work after the lesson (distanced marking). Teachers should use the school's marking code and secretarial mark the work.

Teachers do not need to make written comments unless there is time built in at the next lesson for the child to read and respond.

### **c) Self-Marking**

If the task allows it, then teachers should allow the children time in the lesson for the children to receive the answers and mark their work themselves. This gives the children the opportunity to have immediate feedback about a task. Children should self-mark using a red pen.

Teachers should look over the work at the end of the lesson for the purpose of future planning, but they do not need to remark the work or provide spelling corrections.

## **13. Marking Guidelines for Early Years Foundation Stage - YN**

- a) All feedback is given verbally to the children in Nursery, often during adult directed activities. On recorded work, it may be appropriate for a short, positive comment to motivate the child to be made. Annotations for assessment purposes about what the child did during the activity may be made in black pen.

## **14. Marking Guidelines for Early Years Foundation Stage - YR**

- a) All feedback is given verbally to the children in Reception, often during adult directed activities. On written work, it may be appropriate for a sticker, House Point or smiley face to be used to motivate and encourage the child. Annotations for assessment purposes about what the child did during the activity may be made in black pen.
- b) Live Marking - For teacher led written activities in English and maths, work should be live marked using the school's marking code. Focus should be given to practising/correcting letter and number formation.
- c) Distanced marking - For teacher directed independent written activities, teachers will mark the work after the lesson using the school's marking code. Encouragement will be given using stickers, HP or smiley faces to indicate good work.
- d) Plus as applicable from sections 16 and 17 below.

## 15. English

What	Where	Marking options
Spelling practice	Any activity in English book	<ul style="list-style-type: none"> <li>Pupil self-mark or</li> <li>Teacher live mark following marking code</li> </ul>
YR early bird writing	Phonics book	<ul style="list-style-type: none"> <li>YR teachers ✓ or x and award house points as applicable</li> </ul>
Spelling check	Learning Journal	<ul style="list-style-type: none"> <li>Teacher to distance mark</li> </ul>
Phonics writing	Phonics book	<ul style="list-style-type: none"> <li>Tick or fix marking self marking by pupil</li> <li>Teacher – House Points, values button as per marking code, sticker etc. for encouragement</li> </ul>
RWI	RWI book	<ul style="list-style-type: none"> <li>Live marking, every session, by the phonics teacher</li> </ul>
Get writing – extended writing task or Y1 free writing	English book	<ul style="list-style-type: none"> <li>Child's usual class teacher will distance mark as per marking code</li> </ul>
English Y1/Y2 – Y6	English book	<ul style="list-style-type: none"> <li>Teacher to live mark following code or</li> <li>Teacher to distance mark</li> </ul> <p>or</p> <p>To inform class teacher writing assessment throughout the half term the following will happen:</p> <p><b>Week 1:</b> Live mark using marking code</p> <p><b>Week 2:</b> Punctuation/grammar focus – no live marking – use English Assessment Grid, stuck in for each child</p> <p><b>Week 3:</b> Live mark using marking code</p> <p><b>Week 4:</b> Purpose and audience focus – no live marking – use English Assessment Grid, stuck in for each child</p> <p><b>Week 5:</b> Independent writing – no live marking so the writing can be used for the milestone assessment, stuck in for each child</p> <p><b>Week 6:</b> Live mark using marking code</p>

## 16. Maths

What	Where	Marking options
Early bird activities	Maths books	<ul style="list-style-type: none"><li>• Y2 – Y6 self-marked (red pen/pencil)</li><li>• Once a week – Teachers to review and award house points or values buttons as applicable</li><li>• YR and Y1 – Teachers ✓ or x and award house points as applicable</li></ul>
Speedy Maths and Fluency Bee	Speedy Maths or Fluency Bee booklets	<ul style="list-style-type: none"><li>• Pupils to self-mark (red pen/pencil)</li><li>• Once a week – Teachers to review and award house points or values buttons as applicable</li></ul>
Arithmetic	Maths books or as per use of mini whiteboards	<ul style="list-style-type: none"><li>• Pupils to self-mark (red pen/pencil)</li><li>• Once a week – Teachers to review and award house points or values buttons as applicable</li></ul>
Maths	Maths books or as per use of mini whiteboards	<ul style="list-style-type: none"><li>• Teacher to live mark following code or</li><li>• Teacher to distance mark</li> <li>• Problem solving work always should be in completed in maths books and ideally live marked so that there is teacher feedback and progress for the child in the lesson. However, distance marking can happen if needed.</li></ul>

## 17. All other subjects and books Y1 to Y6

- Live marking using marking code

Or

- Distanced marking using marking code

Miscellaneous information

- If live marked no need to go back again
- No ✓ required at the end

## 18. General Marking Principles

a) The routine at the start of a lesson/recording time is as follows:

1. One minute to complete tasks identified from previous marking.
2. Prompt writing of the date and learning question before the input begins.

NB: Only the date should be written before early bird maths and arithmetic sessions.



- b) For marking to be effective and of value to ourselves and to the child, it is important that teacher and child participate. Wherever possible, work should be marked with the child. 'Distance' marking should be a dialogue not a monologue. If the child is not involved, the marking and feedback is likely to be ineffective.
- c) One reason literacy is so important is that it enables pupils to learn and access all aspects of the curriculum. The ability to communicate, and to read and write effectively, maximises their chances of obtaining good qualifications (and important life skills) in all subjects – not just English. Therefore, our marking code focuses on developing these skills.
- d) All class teacher marking should be in green pen for Y1 – Y6 and black pen in the EYFS.
- e) Please refer to the Teaching and Learning Policy for more information regarding our use of mini whiteboards.
- f) Positive comments (both written and verbal) should reflect the school's twenty two values, where possible.
- g) In order to ensure that marking is manageable and effective, comments should only be used to move the learning forward, in terms of achievement or children's self-esteem. Other ways to value self-esteem could be to reward House Points, Values Buttons, stickers or stampers.
- h) Supply Teachers, Trainee Teachers, Teaching Assistants and Higher Level Teaching Assistants (HLTAs) will follow this Assessment policy, ensuring that they use the marking code in all subjects.
- i) English Assessment Grid and Milestone assessments should be completed by the class teacher. Therefore, timetables may need to be adjusted.
- j) When a child has marked their own work, teachers should monitor the quality but do not need to remark.

## 19. Success Criteria

We will know if this policy is working if:

- a) There is evidence that work is being marked regularly;
- b) Marking informs future planning;
- c) There is evidence of live feedback happening across the school;
- d) There is evidence of the child being involved in the marking and feedback of their work.
- e) There is clear understanding of the assessment practices that are carried out by the school.

## 20. Monitoring

- a) We will ensure that these guidelines are being used consistently throughout the school by monitoring that assessment practices are carried out on a regular basis. Book audits will be carried out to ensure that this policy is adhered to. This will be the responsibility of the Extended Leadership Team when carrying out monitoring activities and will also involve middle leaders too. Feedback on the policy will be given to individual members of staff and whole points will be addressed through training. The Governing body will monitor the implementation of this policy.

## 21. Equal Opportunities and Inclusion

- a) We recognise that in all classes, children have a wide range of abilities and so therefore we seek to provide suitable learning and feedback opportunities for all children by matching the challenge of the learning to the ability of the child.
- b) For further information, please refer to our Special Educational Needs and Disabilities (SEND) policy and our Teaching and Learning policy.

- c) Our aim is that every child is given the opportunity and support to learn and develop their potential in every area of school life regardless of any protected characteristic.







## **22. Reasonable Adjustments**

For a small minority of pupils, in accordance with the SEND and Behaviour Policy, marking and feedback may be completed to meet individual need.







## Appendix A – Assessment at Stamford Green Primary School and Nursery

Autumn		Spring		Summer	
<b>YN-Y6</b>	Pupil Progress Review	<b>YR-Y6</b>	Pupil Progress Review – Year Group Leaders of Learning to monitor actions and discuss progress of individuals	<b>YR-Y6</b>	Pupil Progress Review
<b>YN-Y6</b>	Year group meetings regarding PPR and SWOT analysis completed	<b>YR-Y6</b>	EHCP/ISP targets reviewed on a fortnightly basis.	<b>YN-Y6</b>	Year group meetings regarding PPR and SWOT analysis completed
<b>YN – Y6</b>	Additional Pupil Progress Meetings for individual classes if required	<b>YR-Y6</b>	PCTC Proformas	<b>YN-Y6</b>	EHCP/ISP targets reviewed on a fortnightly basis and new ISPs written
<b>YN-Y6</b>	EHCP/ISP targets reviewed on a fortnightly basis and new ISPs written	<b>Y1-Y6</b>	Writing Assessment completed half termly	<b>YN - Y6</b>	Annual Reports
<b>YR-Y6</b>	PCTC Proformas	<b>Y1</b>	Phonics Screening Check – practise check	<b>Y1-Y6</b>	Writing Assessment completed half termly
<b>Y1-Y6</b>	Writing Assessment completed half termly	<b>Y2</b>	Phonics Screening Check – practise check for those who did not pass in Y1	<b>Y2-Y6</b>	Reading comprehension test completed termly
<b>Y2-Y6</b>	Maths and reading star renaissance assessment completed	<b>Y2 &amp; Y6</b>	National Curriculum Test practise papers	<b>Y2-Y6</b>	Maths and reading star renaissance assessment completed
<b>Y1</b>	Phonics Screening baseline assessment	<b>YR-Y1</b>	RWI assessment completed half termly	<b>Y1</b>	Phonics Screening Check
<b>YR-Y1</b>	RWI assessment completed half termly	<b>Y4</b>	Multiplication Check practise	<b>Y2</b>	Phonics Screening Check for those who did not pass in Y1
<b>Y6</b>	National Curriculum Tests practice			<b>YR-Y1</b>	RWI assessment completed half termly
				<b>Y2 &amp; Y6</b>	National Curriculum Tests
				<b>Y4</b>	Multiplication Check

## Appendix B – Marking Codes

Reception and Year 1 Marking Code (All books)	
	I have made a capital letter or punctuation mistake (Circle where a correction is needed)
<p style="margin: 0;"><u>spelling</u></p> <p style="margin: 0; color: green;">spelling x 2</p>	I have made a spelling mistake so I will need to write it out correctly twice at the end of my work (Underline one word and write a correction at the end of the piece of work – Year 1 only)
<p style="margin: 0; color: green;">b x 3</p>	I need to write this letter, making sure I form it correctly (Please write out the letter)
<p style="margin: 0;">the/cat</p>	I need to use a finger space between words
	I have been awarded 1 – 5 House Points
<p style="margin: 0;"></p> <p style="margin: 0; color: green;">Effort</p>	I have been awarded a Values Button (Please state which value has been demonstrated)
	I need to use capital letters in the correct place
	Correct
	Incorrect

**Year 2 – Year 6 Marking Code  
(All books)**

	I have made a capital letter or punctuation mistake (Circle where a correction is needed)
<u>spelling</u> spelling x 2	I have made a spelling mistake so I will need to write it out correctly twice at the end of my work (Underline one word and write a correction at the end of the piece of work.)
	I have been awarded 1 – 5 House Points
 Effort	I have been awarded a Values Button (Please state which value has been demonstrated)
	A new paragraph is needed
	Correct
	Incorrect

