



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: 28.6.22

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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 Senior 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 objectives (WALT – We Are Learning To), success criteria (WILF/toolkit- What I'm Looking For), marking and feedback, peer and self-assessment to involve pupils in their learning and to inform them of their next steps.
- b) Assessment for learning opportunities are identified in planning. Marking is against the learning objective or success criteria and should identify successes and areas for development. Effective questioning is also used to inform assessments.
- c) Assessment of learning involves judging pupils' performance against national standards. Teachers make judgements about pupils' attainment against the year group expectations twice a year.

4. Teacher Assessment

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

- a) Children's work done 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 (including photographs).
- e) Questioning and discussion.

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 maths, reading and writing grids 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 half 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 twice 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 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 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 two 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. Foundation Stage

- a) Throughout the Foundation Stage, class teachers use EExAT to assess the progress of the children in their class.
- b) EExAT assesses children 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, 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 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 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 1 and 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 reading, writing and maths.
- c) Discuss pupil progress at the request of a teacher or parent at any time throughout the year.

11. Marking and Feedback to Children

Marking and feedback will:

- a) Relate to the learning objectives taught during the lesson.
- b) Create a dialogue which will aid progression.
- 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.
- 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 & their peers.
- g) Be accessible for children.
- h) Be consistent throughout the school.

12. Marking Guidelines for YN (Early Years)

- a) All feedback is given verbally to the children in Nursery, often during adult directed activities. On written 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.

- b) At least once a week, 1 piece of evidence is recorded on **EExAT**, our digital assessment tool.
- c) Any written feedback will be a short comment, usually pictorial e.g. a smiley face or a sticker.

13. Marking Guidelines for Early Years Foundation Stage

- d) All feedback is given verbally to the children in Reception, often during adult directed activities. On written 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.
- e) At least once a week, 1 piece of evidence is recorded on **EExAT**, our digital assessment tool.
- f) Where possible, children might self-assess their achievements. The frequency of this will increase throughout the year.
- g) At least once a fortnight in YR:
 - i. Teachers will take part in high quality focused marking in **Writing Books**. Teachers will look at a child's piece of work against the Learning Objective/Goal or Success Criteria/Toolkit.
 - ii. Teachers will highlight in pink (for perfect) the areas on the Success Criteria/toolkit list that the child has accomplished.
 - iii. Teachers will identify an area for improvement and will write RQ at the bottom of the piece of work, followed by a stamp, to show the child what they need to improve on.
 - iv. Children might respond to the RQ and practise.
- e) At least once a fortnight in YR:
 - i. Teachers will take part in high quality observational focused marking in **Maths book**. Teachers will observe what the children are doing/recording/how they are working in order to meet the specific area of the EYFS curriculum being focused on.
 - ii. Teachers will highlight in pink (for perfect) each child's accomplishments for the learning being focused on.

14. Marking Guidelines for Y1

	English	Maths	Discovery
In depth	<p>From the second half of the autumn term, once a week, teachers to highlight in pink any of the success criteria that the child has used in their independent writing. For areas to improve, teachers to write RQ and use a stamp to denote to the child what they should improve on.</p> <p>From the spring term, the child should respond to the stamp in their work, e.g. correctly forming a letter or including full stops.</p>	<p>From the spring term, once a fortnight, teachers to provide a feedback comment (a Response Question) that is either directive (e.g. you should have solved it like this and modelled the strategy and then give the children a similar question) or epistemic (e.g. how did you get this? Would the answer be different if you had taken into account...)</p> <p>Time is given for the child to respond to the feedback in the following lesson.</p>	<p>Once a week, teachers to assess how the child has achieved against the lesson objectives and highlight either working towards year group expectations, working at year group expectations or exceeding year group expectations from the wider curriculum.</p> <p>Teachers should ensure that across the term there is a wide variety of subjects that are assessed.</p>
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.		

	<p>This includes spelling corrections – a maximum of 1 spelling corrections should be identified from the spring term. (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)</p> <p>If a teacher has live marked in a lesson, they do not need to further mark the work again.</p>
Distanced marking	<p>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.</p> <p>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.</p>
Self-marking	<p>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.</p> <p>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.</p>

15. Marking Guidelines for Y2

	English	Maths	Discovery
In depth	<p>Once a fortnight, teachers to complete pink/green marking against either a section or a whole piece of work. Teachers to highlight pink what the child has done well and highlight green what the child could improve.</p> <p>Teachers to write a Response Question that the child will improve in the next lesson.</p>	<p>Once a fortnight, teachers to provide a feedback comment (a Response Question) that is either directive (e.g. you should have solved it like this and modelled the strategy and then give the children a similar question) or epistemic (e.g. how did you get this? Would the answer be different if you had taken into account...)</p> <p>Time is given for the child to respond to the feedback in the following lesson.</p>	<p>Once a week, teachers to assess how the child has achieved against the lesson objectives and highlight either working towards year group expectations, working at year group expectations or exceeding year group expectations from the wider curriculum.</p> <p>Teachers should ensure that across the term there is a wide variety of subjects that are assessed.</p>
Live marking	<p>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.</p> <p>This includes spelling corrections – a maximum of 2 spelling corrections should be identified. (Teachers should consider any SEND needs of the pupils in this class and make reasonable adjustments e.g. less than 2 spellings or high frequency words) This allows the children to know what they have done well and gives them an opportunity to make improvements in the lesson.</p> <p>If a teacher has live marked in a lesson, they do not need to further mark the work again.</p>		

Distanced marking	<p>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.</p> <p>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.</p>
Self-marking	<p>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.</p> <p>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.</p>

16. Marking Guidelines for Y3 – Y6

	English	Maths	Discovery
In depth	<p>Once a fortnight, teachers to complete pink/green marking against either a section or a whole piece of work. Teachers to highlight pink what the child has done well and highlight green what the child could improve.</p> <p>Teachers to write a Response Question that the child will improve in the next lesson.</p>	<p>Once a fortnight, teachers to provide a feedback comment (a Response Question) that is either directive (e.g. you should have solved it like this and modelled the strategy and then give the children a similar question) or epistemic (e.g. how did you get this? Would the answer be different if you had taken into account...)</p> <p>Time is given for the child to respond to the feedback in the following lesson.</p>	<p>Once a week, teachers to assess how the child has achieved against the lesson objectives and highlight either working towards year group expectations, working at year group expectations or exceeding year group expectations from the wider curriculum. Teachers should ensure that across the term there is a wide variety of subjects that are assessed.</p>
Live marking	<p>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.</p> <p>This includes spelling corrections – a maximum of 3 spelling corrections should be identified. (Teachers should consider any SEND needs of the pupils in this class and make reasonable adjustments e.g. less than 3 spellings or high frequency words) This allows the children to know what they have done well and gives them an opportunity to make improvements in the lesson.</p> <p>If a teacher has live marked in a lesson, they do not need to further mark the work again.</p>		
Distanced marking	<p>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.</p> <p>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.</p>		

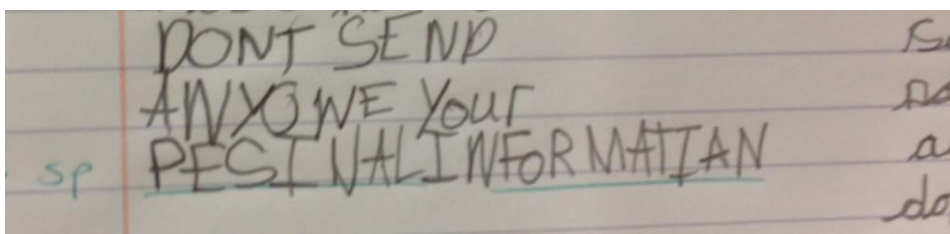
Self-marking	<p>If the task allows it, then teachers should allow the children time in the lesson for the children to receive the answers and mark their work themselves. This gives the children the opportunity to have immediate feedback about a task. Children should self-mark using a red pen.</p> <p>Teachers 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.</p>
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17. General Marking Guidelines

- a) All pieces of work should be acknowledged by an adult unless the work has been self-marked by the child.
- 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) Teachers should ensure that they build in time at the beginning of their lessons for children to read through their marking and feedback and respond appropriately. Next steps will be identified through the use of response questions (RQ). Asking the children to edit an area of their work is a suitable RQ and this should be written underneath the child's work as other RQs would be written. The children should then edit their work in red pencil/pen, so that an improvement can be seen.
- d) Children could if appropriate, self-assess their work at the end of each lesson against the learning objective.
- e) All class teacher marking should be in green pen.
- f) Positive comments (both written and verbal) should reflect the school's 22 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. We recognise when secretarial marking, that not every piece of work will need a comment and that verbal feedback will have been given if necessary.
- h) During weeks where there are additional events e.g. Parents' Evenings, full day visits off site, one assessment week per term and the last week of each term, in depth marking is not required to be completed. 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 marked.
- i) When a child has marked their own work, teachers should monitor the quality but do not need to remark.

18. English Across the Curriculum

- a) 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.
- b) In all pieces of written work in English books, a maximum of 1 spelling error for Y1, 2 spelling errors for Y2 and 3 spelling errors will be identified by the teacher. Sp will be written in the margin and the word that is incorrectly spelt should be underlined.



19. Success Criteria

We will know if this policy is working if:

- a) There is evidence that work is being marked regularly;
- b) There is evidence that high quality focused marking is taking place in maths and English on a weekly basis;
- c) Marking informs future planning;
- d) Pupils acknowledge targets and next steps and work towards achieving them;
- e) There is evidence of verbal feedback happening across the school;
- f) There is evidence of the child and their peers being involved in the marking and feedback of their work.
- g) There is clear understanding of the assessment practices that are carried out by the school.

20. Monitoring














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 the marking policy is adhered to. This will be the responsibility of the Senior Leadership Team when carrying out monitoring activities and will involve middle leaders too. Feedback on the implementation of the policy will be given out at staff meetings or with individual members of staff. The Governing body will monitor the implementation of this policy.

Appendix A – Assessment at Stamford Green Primary School and Nursery

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

Appendix B – Marking Codes

Marking Code for YR & Y1

Stamford Green Primary School – Marking Code for YR & Y1	
	I have made a capital letter mistake (write correction over the top of the mistake)
	I have made a punctuation mark mistake (circle the mistake)
RQ	I have a Response question to answer
sp <u>spell</u>	I have made a spelling mistake (underline word and mark sp in margin)
spelling x 2	Please write out your spelling corrections twice
	1 to 5 housepoints awarded
 Making good choices	Values button awarded (please state which value has been demonstrated)
	I need to use finger spaces
	I need to use capital letters in the correct place
 g x 5	I need to write this letter, making sure I form it correctly (please write out the letter)
	I need to use full stops
	I need to hold my pencil correctly
	I need to write correctly on the line
	I need to look carefully and check my work
	I need to listen carefully to the instructions given
	This is a good example of the learning objective or success criteria

Marking Code for Y2-Y6



Stamford Green Primary School – Marking Code for Y2-Y6

A	I have made a capital letter mistake (write correction over the top of the mistake)
○	I have made a punctuation mark mistake (circle the mistake)
RQ	I have a Response question to answer
sp <u>spell</u>	I have made a spelling mistake (underline word and mark sp in margin)
spelling x 2	Please write out your spelling corrections twice
2HP	1 to 5 housepoints awarded
VB Making good choices	Values button awarded (please state which value has been demonstrated)
?	Does this make sense?
^	Something is missing
//	A new paragraph is needed
x	Incorrect
✓	Correct
✓✓	Good
✓✓✓	Excellent
RQ	I have a Response Question to answer
	This is a good example of the learning objective or success criteria
	You could improve your work further here

Appendix C – Improvement Prompts

Useful closing the gap improvement prompts are:

- A reminder prompt (e.g. what else could you say about the prince's clothes?);
- A scaffolded prompt (e.g. what was the monster doing? The monster was so angry that he...)
- An example prompt (e.g. 'choose one of these for your own; He growled so loudly that the birds fell off the trees/The monster ran away from the children).

All children should receive a comment which will extend their thinking.

Examples of improvement prompts in maths

Year R

WALT: Recognise numbers 0-10

Scaffold prompt: Can you order these numbers in a different way?

Reminder prompt: What is wrong with number ...?

Year 2

WALT: Use the mathematical name for 2D shapes

Scaffold prompt: I have 3 sides and 3 corners. What am I?

Example prompt: Is this shape a hexagon? How do you know?

Year 3

WALT: Find a small difference by counting up from the smaller to the larger number

Reminder prompt: Three answers are wrong. Find them and see if you can work out why.

Year 4

WALT: Develop and refine + or – of two whole numbers less than 1000.

Reminder prompt: Could you show another method for solving question 3?

Scaffold prompt: Check your answers using subtraction. How can you do this?

Example prompt: Now try this sum using larger numbers.

Example prompt: Try this problem. On Monday 207 children and 98 adults went to the cinema. How many went in total? How many more children than adults went to the cinema on Monday?