

ST MARY MAGDALENE C OF E PRIMARY SCHOOL



Marking, Assessment and Feedback Policy

Marking and assessment is an integral part of progress in learning and teaching. Without it, neither the teacher or child knows their successes and ways to improve. In our school, every piece is marked - usually by the staff member supporting or teaching, and possibly through peer or self assessment in the first instance. Work is marked as soon as practicality possible after the lesson (or may be acted on through gap task/discussion during).

Work will be marked using the following:

- Blue pen for staff
- Green pen/pencil for children when peer/self assessing – indicated with SA/PA as appropriate
- Green highlight for positive, pink highlight for areas to improve. (Think pink) This should be linked to next steps/gap tasks if appropriate
- Supply will initial if a regular supply/write 'supply' if not
- Age appropriate vocabulary
- School handwriting, modelling our non-negotiables
- With the group Support staff are working with, they will tick BSGP, highlight using green and pink, GG/initial and where appropriate add next steps and/or gap tasks.
- HLTAs, when covering classes, will adopt the marking expectations of the class teacher.

In depth marking is at least once a week per book, per child, where possible and will include:

- 2 stars (positives) and a learning improvement
- Learning improvement will use the words 'now' and 'next'. These may be a learning question, a gap task, a critical thinking or consolidation activity. It may reference children's personal targets.

Symbols:

- VF= verbal feedback given
- I= independent work
- GG/initials = guided group work with member of staff
- PP = peer partner work
- CI = collaborative improvement
- SA – Self Assessment
- PA – Peer Assessment

If work has been peer/self assessed, or had an assessment for learning tool such as a hinge question, traffic lights, in class gap task or exit pass, the teacher may choose to then simply mark progress towards BSGP, either on the task card or next to the written letters of BSGP.

- √ - tried, but not achieved
- √√ - almost achieved
- √√√ -achieved

Where work is checked during a lesson this will be indicated at the point where the teacher has intervened. Children may record next to the VF what has been discussed by the teacher/support staff/pupil. E.g. **Mrs Smith discussed the use of a comma here.**

Incorrect spellings will be indicated using a wiggly line underneath no more than 3. These will be linked to either words given for the task, children's own spellings or age appropriate. Children will then use age appropriate resources to write correct spelling at the bottom of the page.

Time must be given for children to respond to gap tasks as soon as possible. Marking must be done as soon as possible in order to be as formative as possible.

Progression from Nursery

Nursery use a target sticker to show what children have been working on and towards. Once target is achieved a certificate goes home and copy placed in their learning journey. In focussed activities ticks are used to record progress against BSGP and a staff comment is made.

Reception also use these, in addition to other stampers in marking, which become steps to success in the Summer term in preparation for Year One. In focussed activities, ticks are used to record progress against BSGP.

Year 1 then use the stampers in the same way until children no longer find them purposeful and can read marking as above.

Staff will continue to use stampers as appropriate for children with SEND in Key Stage One and Two.

Assessment

There are different forms of assessment, formative, summative, ipsative and diagnostic.

In our school we use a range of assessment in order to maximise progress of each child in every lesson and across the year.

Planning is changed accordingly – mid-lesson, short and long term. Monitoring ensures this is accurate, alongside regular moderation of levels, work and lessons. Differentiation for different needs and abilities is key. By using bronze, silver, gold and platinum levels, this ensures children can challenge themselves, each other, or staff can challenge children, as appropriate to the lesson.

Higher order questioning is a tool to enable staff and children to challenge each other.

External assessment

In line with National guidance – currently annually - Year 6 SATs, Y2 SATs, Y1 phonics test and end of EYFS ‘good level of development’.

School’s Assessment System

As the children enter Year 1 they are given a ‘baseline’ based on the end of Reception ‘score’, this is so they can begin to be assessed using our school system.

A point system is used in order to assess and track the children. The system has been designed carefully to ensure that children are taught with the depth and mastery of skills that the New Curriculum requires.

The points are made up of two numbers eg 2.6. The first number relates to the Year group objectives that the child is learning from (1-6). It usually matches the year group that they are currently in, but may be from the year below or above in some circumstances.

The second number relates to how well the child is coping with the work that is being taught. There are 6 levels to this and they work as follows:

- .1 **needs support** to manage the objectives and there is some evidence of this.
- .2 **needs support** to manage the objectives, there is widespread evidence of this.
- .3 **is independent** when working on the objectives, there is some evidence of this.
- .4 **is independent** when working on the objectives, there is widespread evidence.
- .5 **has mastery** of the objectives and they are being used in other contexts, some evidence of this.
- .6 **has mastery** of the objectives and they are being used in other contexts, widespread evidence.

Each term the class teachers assess the children using the point system. Depending on the time of the year each ‘score’ identifies how well the child is doing. We use the following terms to describe this:

Emerging – this is **well below** the level expected at this point in the year

Developing – this is **working towards** the level expected at this point in the year

Secure – this is working **at** the level expected at this point in the year

Exceeding – this is working **above** the level expected for this point in the year

Exceeding plus – this is working **well above** the level expected for this point in the year

Reporting

- Annual written report to parents
- Verbal report to parents via termly parents' evenings
- To the next teacher – any records, use of SIMS system
- To another primary school – all records to be passed on – safeguarding of data is paramount
- To secondary school – common transfer file, use of eg Transition Pathways

Monitoring

Produced in line with School Improvement plan and adapted accordingly – termly calendar produced.

Data

Data is collected at least termly for all children, analysed and resources deployed as a result, in line with other policies such as Pupil Premium policy and curriculum policies. Targets are set in line with historical and projected performance.

School ethos

As a Christian school, we will mark work based on our values in order to protect children's self-esteem whilst guiding them to maximise potential. Safeguarding of children is taken into account – both from phrases used but in case of any potential written disclosure within work.

Children are given the opportunity to reflect and assess against learning behaviours they've applied during an activity. This is done through our BSGP Learning 10 behaviours in KS2 and book characteristics in KS1.