



## Goring C.E. Primary School

### MARKING, ASSESSMENT AND RECORDING

Policy Approved by the Curriculum Committee on ...21 November 2018

Signed ..... Chair of Governing Body

Review Date ...November 2019

To conform with the requirements of GDPR (General Data Protection Regulation) all data is handled according to the terms of our Privacy Notice. A copy of this is available on our school website.

#### 1. ASSESSMENT

##### Why Assess?

At Goring C.E. Primary School, we believe the key purpose of assessment is to move children on in their learning. Prompt and regular marking and feedback occurs throughout the school. Feedback may be written or verbal. Continued monitoring of each child's progress gives a clear picture of the progress each child is making with their learning. It is important that the teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on each child's next steps and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations. Such attainment needs to be compared with the child's previous work, but also against children in the cohort, against the LA and the National Achievements. Our assessments will also provide information for others including:

- parents to show progression/concerns, and involve them in the teaching process;
- other teachers and staff to help them plan for progression and gain informed views;
- outside agencies to provide hard evidence of attainment;
- the Special Educational Needs Coordinator to provide hard evidence of attainment.

Planning should indicate appropriate assessment opportunities. All such records will be available for staff to access, and will be completed by teachers, support staff, and other professionals as appropriate.

##### How are the children assessed?

Teachers assess in two ways: by Formative Assessment and by Summative Assessment.

Formative Assessment is used as the child progresses through a task or unit of work. This involves

setting objectives, observation, discussion with the child and written comments in the child's book on their progress and suggestions for future development. Differentiated success criteria will be used to ensure that children are clear about what is expected of them. There will be a process of assessment beginning with teacher assessment leading to peer assessment, where children learn to assess others' work against stated success criteria, leading to self-assessment where each child assesses their own work based on success criteria.

Summative Assessment is used at the end of a unit of work. This may take the form of a written test or an investigation intended to bring out the child's understanding of a particular concept. Teachers also assess practical understanding, particularly in the area of science and maths. Teachers use the choice of assessment activity that they feel is most appropriate based on the results of their assessment. A close check is kept on pupil progress three times per year to see whether children are meeting targets, or need closer support or extension activities. This also allows for the identification of children whose attainment is falling behind those of their peers. Appropriate interventions are then put into place to close the gap. Individual feedback is given to children when deemed appropriate by the teacher.

At the end of each year, teacher assessment will be used to report progress.

## **2. MARKING**

Marking principles:

- Teachers and pupils are clear about the learning objectives of a task and the criteria for success. When a child has met the success criteria in their work, this is normally shown by the teacher highlighting it in pink (tickled pink). This helps the child to see what they have achieved.
- Teachers write in green ink so that their comments stand out from the children's work.
- Teachers provide constructive suggestions about ways in which the pupil might improve their work. This feedback will be focused on the learning objective and the criteria for success. On occasions, extension questions will be asked.
- In English a marking code is used to help children identify specific elements within their written work. The marking codes differ for each Key Stage (see appendix A) and children are familiar with all the codes used. Teachers will still highlight in pink to show what the child has done well.
- Spelling errors are identified as part of the marking code and children are encouraged to search for the correct version themselves using dictionaries. A child with many spelling errors will not necessarily have all their errors identified but the teacher will focus on particular spelling rules/patterns or high frequency words. The confidence of the child is paramount.
- In maths, the misuse of symbols, the decimal point or units of measurement is pointed out by underlining, or circling the incorrect symbol or digit.
- Incorrect maths calculations are indicated with \ or °. If there are lots of these, children should go back and correct them after discussion with the teacher. A question mark will indicate an incorrect calculation as part of a series of calculations before reaching a final answer. In the Reception Class when mathematical work is recorded a □ is used for the child to try again.
- In years 1 to 4, when a child has achieved the maths objective, it is highlighted in pink in their books. In years 5 and 6, the objective is highlighted at the end of each lesson. If a child hasn't achieved the objective it will be highlighted green. If the child has achieved the objective, it will be highlighted pink.
- Pupils are given time to act on the feedback they are given.
- Teachers use the information gained together with other information to adjust future teaching plans.

- With topic-based activities, maths and science, the use of the correct linguistic terms is important and this can be a focus of the marking.
- In RE a positive comment will be written about the work and then a 'Have you thought about ...?' question to extend children's thinking. Children are assessed at the end of each unit of work. This information is passed to the RE Coordinator to analyse.
- In KS2, when peer assessment and self-assessment is carried out, the teacher will stamp the children's work with a personalised stamp to show that they have looked at it. Children are encouraged to check through their own work and to use dictionaries and other tools as resources. Children will use a purple pen to mark/edit their own work in maths and English. They will also use a purple pen to mark their peers' work. In Key Stage 1 children are encouraged to check their work when they are finished and towards the end of year 2 they are introduced to peer assessment. In years 3 and 4, when self-assessing, children will colour in one pink small square to show that they have understood what they have been doing or a green square to show that they are unsure of their achievements. For peer assessment, children colour in one square pink and write a tickled pink comment and colour in one square green and write a green for growth comment (related to the learning objective). In years 5 and 6 children will use WWW (what worked well) and EBI (even better if) to reflect on their learning.
- When verbal feedback is given to a child this will be shown in books by a little speech bubble with a tick inside.
- When a child has worked with an adult to complete a piece of work this will be shown by either a 'T' for teacher support or 'TA' for teaching assistant support noted beside the learning objective.
- In the Reception Class the children's work is annotated if necessary for another reader to understand. Post it notes may be used to add any observational notes or comments. An 'I' marked on the children's work indicates that the work has been completed independently.
- The school's Marking Policy is consistently applied throughout the school and it is reviewed by the Senior Leadership Team to ensure that it is understood by all new members of staff and that practice continues to reflect our teaching and learning policy. The Marking, Assessment and Recording policy forms part of the induction process for new teachers.

### **3. RECORDING**

In the classroom each teacher will record their formative assessment work using their own methods. This record will then be used as a basis for Teacher assessment and for the next stage of development for the child. Teachers use their own shorthand and methods of recording for this purpose.

Assessment folders are kept on every child. At the end of the year these folders are passed on to the new class teacher. At the end of each year the folder will contain the child's end-of-year assessments and an example of reading, writing, maths and science which is assessed in accordance with the National Curriculum. The child's RE book will also be passed on and evidence of computing will be stored on the shared drive.

#### Written report for parents at the end of each year

Our reports are summative and informative; they provide information on:

- children's progression and achievements to date;
- comments are subject-specific, and are written to clearly show how well a child is progressing;
- the reports are written in the summer term.

Reports follow the agreed procedures laid down by legislation and report all legal requirements. They include end of Key Stage tests and teacher assessments.

A child's attendance is noted, including authorised and unauthorised absence. Parents will receive their child's end-of-year report in term 6 and will be given an opportunity to discuss any concerns that may have arisen from the report with the class teacher at a specified 'drop-in' session.

### Verbal communication

Parents' evenings are held in terms 1 and 3 for all children, and provide the opportunity to discuss their child's progress with the class teacher.

Discussions take place before children transfer into another class, between class teacher and SENCO, and between teaching and non-teaching staff. Where possible, directed time will be given for this but it is also expected that staff may need to use their non-contact time for these discussions. Time is also given in staff meetings to discuss children causing concern, or to celebrate their achievement.

This policy will be reviewed annually by the Senior Leadership Team, Headteacher and the Curriculum Committee.

## Appendix A- English Marking Codes

### English Marking Code for KS1

Symbol	Meaning
sp	spelling mistake (high frequency words only)
_	capital letter or full stop error

### English Marking Code for LKS2 (year 3 and 4)

Symbol	Meaning
sp	spelling mistake
P	punctuation
T	tense
G	grammar
?	something doesn't make sense
//	new line/paragraph needed

### English Marking Code for UKS2 (year 5 and 6)

Symbol	Meaning
sp	spelling mistake
P	punctuation
T	tense
G	grammar
V	wrong word or poor vocabulary choice
?	something doesn't make sense
//	new line/paragraph needed