

*Winchelsea*



*All Individuals Matter*

**WINCHELSEA PRIMARY SCHOOL**  
**RUSKINGTON**

**ASSESSMENT AND MARKING POLICY**

## **Part 1: Introduction**

We believe that assessment is an integral part of the planning, teaching and learning cycle. Assessment is an on-going process. Teachers use their professional judgements and expertise to identify assessment opportunities through the techniques of observation, questioning, marking, reporting and evaluating. Marking is an integral part of assessment. We aim to provide a system of marking that is consistent and continuous across each stage within our school. Marking will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved. Marking will also allow for self-assessment and peer support where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others. We aim to mark positively whenever possible to enhance self-esteem and confidence. Marking will also be used to inform parents, inspectors and other interested parties. Assessment through other methods beyond marking will be carried out throughout the academic year to inform planning for the needs of all children.

## **Part 2: Aims and Objectives**

The aims of our marking and assessment activities in the whole school environment are:-

- To give feedback to children and to inform them of their achievements and the next steps in their learning so that they can have ownership of their own learning and progress
- Show work is valued and give praise and encouragement to pupils
- Encourage self-correction and self-improvement
- Demonstrate appreciation of children's effort
- Inform future planning and learning linked to target setting
- Enable dialogue to take place about learning and progress
- Evaluate and assess children's learning in the context of targets set
- Help parents to understand the strengths and areas to develop in their children's work
- Develop peer support and evaluation skills to support future learning

## **Part 3: Organisation and planning**

### **Marking Procedures**

- Any coloured pen can be used so long as it is in contrast to the pupil's writing implement
- As far as possible, marking will be done daily or when a piece of work is completed and marked in relation to shared learning objectives and the child's attainments
- As far as possible, time will be spent with the child to ensure they understand the comments and the targets set
- Teachers' writing should be neat and legible using Winchelsea script as a role model
- Children will be encouraged to evaluate their own work and identify errors before marking, taking into consideration the shared learning objectives and any previously individually set targets in their books.
- Children will be encouraged to reflect after marking and take the opportunity to respond in order to correct, practise or investigate a problem further.
- A particularly successful piece of work may be rewarded in line with the school's system of rewards – house points, certificates, stickers and stamps and the Head teacher's Gold book
- Marking will focus on what the children are learning and trying to improve and therefore comments should reflect the learning intentions. Use of success criteria is an ideal way of marking against specific learning intentions which have been made clear to pupils as they work.
- Marking is only of value if comments are read and/or responded to/ regarded and therefore children will be encouraged to respond to previous marking, read and review what has been written and reflect this in subsequent work. Ideally marking should become a part of the developing dialogue resulting in pupil progress e.g. a pupil writes, the writing is marked away from the pupil and in his/her subsequent work the pupil incorporates suggestions. Any corrections should be completed e.g. in a maths exercise, before starting the next so that they are clearly evidenced.

- All marking should be appropriate for the child's age/ability. Therefore in a piece of written work not all errors will necessarily be corrected. Spelling errors are corrected if appropriate but the page should not be covered in so many corrections as to undermine the child's confidence.
- Marking will incorporate a tick and T approach for all children. A tick will denote positive comments about a child's work. These need to be specific so children understand what is being identified ('good work' is too vague). The T will denote what children need to improve in their subsequent work.
- Some of the marking done with a child is oral and should involve a mixture of praise, constructive criticism and teaching points. Where marking cannot be done in the conventional form of writing or orally teachers should consider opportunities for evaluation through performance, displays, photos or sharing time.
- Throughout the school children should be given guidance and opportunities to evaluate their own achievements and understanding and that of their peers. Success criteria is useful for this purpose.
- Any adults working with pupils should use the same process and give feedback in a consistent manner.

### Types of assessment

- **Formative** – this is on-going assessment carried out by teachers both formally and informally during a topic of work on a daily basis e.g. spelling tests, marking of work, multiplication tables scores etc. The results of formative assessments have a direct impact on the teaching materials and strategies employed following the assessment.
- **Summative** – these occur at defined periods of the academic year such as pre-determined SATs tests or phonics assessments in Year 1. Summative tests help teachers to make assessments against standard benchmarks and track progress throughout the school.
- **Self and peer** – pupils are encouraged throughout the school to assess their own and each other's work. This is done in an age appropriate manner and achieved in an informal way e.g. a teacher may ask a class or group to show thumbs up, down or in between to assess how confident they feel about a learning intention, use smiley faces or mark their own work against given success criteria. The results directly feed into the teachers' planning.

### Assessment procedures

- Standard testing in the three core subjects must be administered in accordance with instructions from the Qualifications and Curriculum Authority (QCA) in Years 2 and 6. At the end of KS2 the majority of tests are marked externally. Results from these tests are reported to parents and used for wider analysis of the school's work. At the end of each Key Stage a teacher assessment must also be made of the standards achieved in each of the three core subjects of English, Maths and Science
- In Foundation Stage children will be assessed regularly and evidence used and collated to build learning journeys/ profiles to assess against the Ages and Stages statements. Assessment on entry will need to be accurate as a baseline assessment to monitor progress. At Key Stage 1 assessment will take place at the end of the Autumn and Spring Terms using teacher assessments and any relevant supporting material as appropriate. Year 2 children will undertake SATs and Year 1 will complete phonics tests. At Key Stage 2 children will complete a formal assessment at the end of each term using SAT papers. At the end of Year 3, 4 and 5 children will complete non statutory SATs for their year group and Year 6 will complete the statutory end of Key Stage 2 SATs. Results in these tests will be collated using internal tracking grids to monitor progress and set targets for the following year. These targets are also linked to each teacher's performance management.
- Teacher assessment should take place continuously through marking and everyday observation but formative assessment will take place at the end of every term. These assessments will inform action plans and future planning and the use of pupil data will ensure that any child who has special educational needs or who is not making expected progress will quickly be brought to the attention of the SENCo and relevant intervention work can be put in place.
- Effective assessment leads to effective target setting. Using assessment data, teachers will set targets for each child for both literacy and numeracy. These targets are shared with the children, therefore giving

them responsibility for their own progression. All children and parents should be given the opportunity to know and understand their targets and how they are progressing against standard benchmarks. Assessment levels and targets will be reported to parents in Autumn and Spring in a brief report and in the Summer Term parents will receive a full and detailed report. Progress will be discussed at Parents' meetings held twice a year in the Autumn and Spring Terms.

- Each teacher will create a portfolio of work and maintain an assessment file for each child containing the most recent end of year assessments accompanied by the latest internal testing and all teachers' reports throughout each year. Evidence of achievements and levels and support plans for IEPs will be kept in a separate file held centrally for teachers to access as necessary. In this way a profile is built up of every child's learning achievements over his/her time at our school.
- Tracking grids will be held centrally and will be regularly updated by the Head teacher to be distributed to staff.

#### **Part 4: Roles and Responsibilities of Head, other staff and governors**

The **Head teacher** will ensure that:

- The policy is implemented and monitored.
- Data is collated from summative assessments and analysed to ensure that the school's provision enables all pupils to be supported appropriately to make good progress.
- Tracking grids are kept updated.
- Formative and peer/self-assessment is monitored to enable target setting to be well communicated and effective.

**Teaching and non-teaching staff** will ensure that:

- The policy is implemented and adhered to so that there is a consistency of approach by all staff

The **governing body** will ensure that:

- The policy is implemented and monitored.

The **governing body** must take into account the guidelines for monitoring excessive teacher workload and therefore they agree to the use of teaching assistants' time under the direction of teachers to support marking and assessment where teacher judgements are not essential e.g. marking of spelling tests.

#### **Part 5: Arrangements for Monitoring and Evaluation**

A system of monitoring and evaluation will be carried out by the Head teacher in conjunction with subject co-ordinator teams, senior leaders and governors as appropriate. The Head teacher will monitor the marking of work and the assessment of pupils to ensure that children are being given opportunities to enable them to make the maximum progress possible. Work scrutiny and assessment analysis will monitor the standard of marking and levels of attainment and ensure that the aims and objectives of the policy are being fulfilled.

Signed: \_\_\_\_\_ Dated: \_\_\_\_\_

Chair of Governors