



Assessment and Marking Policy

This policy was adopted/updated:	January 2019
This policy will be reviewed:	January 2022
Governor Committee Responsibility:	Standards, Teaching and Learning
Statutory policy:	No

Introduction

At Maple Infants' we strive for high quality teaching and learning, sharing our 'growth mindset' belief that all children can achieve and be prepared for the next stage in their education. Effective assessment is fundamental to achieve this.

We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment.

Aims

At Maple Infants', we use assessments to enable:

- Teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress.
- Target setting – identifying the children's next steps in their learning.
- Pupils to demonstrate what they know, understand and can apply in their learning.
- Pupils to have an active role in identifying their own learning needs and know how to improve their work.
- Parents to understand their child's stage of learning to assist them in supporting their child's progress.
- Leaders to evaluate and continually improve on the quality of provision for all pupils.

Key objectives

<p>Using formative assessment to inform teaching, and providing for the learning needs of all pupils</p>	<p>Typical methods of formative assessment include:</p> <ul style="list-style-type: none"> • Differentiated questions at different points in the lesson. • Ongoing observations. • Opportunities for pupils to share their learning, for example, on mini-whiteboards. • Discussions between staff working with groups of pupils • Verbal and written feedback.
<p>Recording pupils' skills, knowledge, abilities and achievements using consistent methods and approaches across the school</p>	<p>We ensure consistency in teacher assessments by:</p> <ul style="list-style-type: none"> • Agreeing learning objectives and success criteria (shared with the children and support staff) for all lessons. • Moderating within year groups termly. • Joining local authority (LA) moderation activities. • Discussing consistency in planning sessions. • Sharing best practice across key stages.
<p>Giving constructive feedback to pupils in a range of ways that enable them to have an active role in identifying their own learning needs and how to make progress</p>	<p>In Early Years (EYFS), pupils are aware of their next steps by:</p> <ul style="list-style-type: none"> • Showing an awareness of the visual marking symbols. • Regularly sharing their learning journeys with an adult. • Receiving verbal feedback to identify the successes and areas for development. <p>In Key Stage 1 (KS1), pupils are involved in contributing to their short-term targets by:</p> <ul style="list-style-type: none"> • Discussing areas of development. • Keeping targets visible to pupils. • Reminding pupils of their targets and discussing progress towards them.
<p>Using a systematic approach for informing parents of their child's progress and giving advice on how to support learning at home</p>	<p>We inform parents of pupils' progress and next steps in their learning through:</p> <ul style="list-style-type: none"> • Meeting with parents informally and formally – including parent consultations in the Autumn and Spring terms. • Sending parents annual written reports.
<p>Monitor and evaluate pupils' progress on an individual and school basis, and use the results to plan for further progression</p>	<p>The Senior Leadership Team (SLT) and subject leaders are responsible for ensuring that:</p> <ul style="list-style-type: none"> • Assessments are maintained consistently, and teachers are given advice and support in maintaining them. • Assessments are recorded termly onto the School Information Management System (SIMS) assessment tracking software. • Assessment information is used to evaluate provision and to improve practice and attainment through feedback and advice.

Supporting staff in the process of assessment and informing them of the outcomes	<p>To support staff, we:</p> <ul style="list-style-type: none"> • Provide training in assessment processes and appropriate software • Provide relevant documentation – Early Years Outcomes (September 2013), Symphony Assessment System, Interim Teacher Assessment Frameworks at the end of Key Stage 1 (July 2016). • Give feedback to individual staff or groups through regular monitoring activities • Provide opportunities for staff to identify their own training needs through the appraisal process
Sharing information about pupils' attainment	<p>Information about individuals is restricted under our data protection policy to:</p> <ul style="list-style-type: none"> • School staff on a need-to-know basis, i.e. for the purposes of teaching • The receiving school when pupils leave • Professionals who work with the school for advisory purposes

Assessment in EYFS:

On entry to Nursery and Reception the children are informally assessed to establish a baseline to inform planning, targets and early identification of strengths and areas for development. Early Years Outcomes, non statutory guidance from the DfE 2013, is used as a guide to make best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age, at further assessment points in the year. The following prime and specific areas of learning and development are assessed using 'ages and stages' for example 'developing within 30-50 months or secure in 40-60 months':

- Prime areas of learning: Communication & Language, Physical Development and Personal, Social and Emotional Development.
- Specific areas of learning: Literacy, Mathematics, Understanding the World and Expressive arts and Design.

At the end of Reception, the children are assessed against 17 Early Learning Goals (ELGs) using the EYFS Profile, establishing whether they are 'Emerging', 'Expected' or 'Exceeding' in each area of learning.

Assessment in the EYFS is evidenced through both adult led activities and independent (indoor and outdoor) learning through exploratory play. The evidence can be collected in many forms including:

- Observation labels linked to one or more areas of learning.
- Scaffolded learning opportunities.
- Annotated photographs.
- Pupil and Parent voice.
- Recorded adult led or independent work.

Assessment in KS1:

The programmes of study within the National Curriculum 2013 set out expectations at the end of each key stage, and all maintained schools are free to develop a curriculum relevant to their pupils that teaches this content. Pupils in KS1 are taught and assessed from the expectations of the National Curriculum.

We use age-related expectations to assess, measure and demonstrate pupil attainment and progress.

This is reported using the terminology:

- **emerging** (just starting to learn a new skill)
- **developing** (showing an increased understanding in that area)
- **secure** (when they have achieved expectations)
- **mastered** (where a deeper understanding is being shown)

Pupils in our Year 2 classes are formally assessed towards the end of the year.

They are expected to complete test papers in:

- * **Mathematics** – arithmetic and reasoning (2 papers)
- * **English** – reading (2 papers)

Their **writing** and understanding of **grammar, punctuation and spelling** are also assessed as part of their end of key stage attainment, however these are currently based on teacher assessments from a broad range of evidence.

Using the **Interim Teacher Assessment Frameworks (ITAFs)**, teachers use their ongoing assessments, pupils' work, observation notes and formal test materials to assess how well the children have met the statements outlined in this document. Year 2 pupils are expected to demonstrate attainment of all of the statements within a standard and the preceding standards to be assessed at a certain stage.

Marking and Feedback at Maple Infants' School

Marking and feedback of pupils' work is an imperative assessment tool which is a fundamental part of both progression in pupils' learning and effective teaching.

It is instrumental in ensuring that a personalised learning journey for all children is realised.

At Maple Infants, good practice is promoted through regular, accurate and consistent marking and feedback by all teachers and support staff.

Effective marking and feedback at Maple Infants' School should be: **MEANINGFUL, MANAGEABLE** and **MOTIVATING** and should:

- ✓ Inform the pupil what they have done well and what they need to do to improve.
- ✓ Support pupil confidence and self-esteem in learning, and contribute to accelerated learning.
- ✓ Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- ✓ Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Four types of marking and feedback occur during teaching and learning at Maple Infants' School:

1. **Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.
2. **'Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
3. **Developmental Marking** in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.
4. **Self-assessment** and **peer assessment** of the attainment and success of a piece of work.

Non-negotiable Procedures for Marking.

- * **All marking** is to be carried out in a **purple pen**.
- * **All marking** is to be done in a **clear, legible, cursive script**.
- * The **marking symbols** are to be **followed in all cases** – adding to them if necessary, having shared their meaning with the class.
- * The **marking symbols** should be **accessible to all pupils in the learning environment**.
- * **All pupils' work** is to be **at least 'light' marked** by Teacher or Support Staff.
- * **Developmental Marking** should be used particularly when pupils can apply the improvements/suggestions regularly and consistently.

In the Early Years Foundation Stage, developmental marking process may be exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down. This will be recorded in pupils' learning journeys.

Response to marking

Children should be given the opportunity to read, comment on and respond to any marking.

For pupils in EYFS or those who may find recording difficult, this may require a dialogue with an adult.

In KS1, **pupil responses** to comments **should be made in green pen/green pencil** – so that it is clear they have been completed.

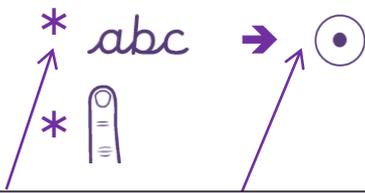
If (in the EYFS or KS1) this is verbal, it should be recorded at such.

Responses should be made as soon as reasonably possible in order to support pupils effectively.

As recognition of children responding to marking, the teacher may use a 'smiley face' symbol 😊 next to the responses or improvements made.

What does this look like?

The ginger cat went on a little red adventure.



The child **responds to marking** with a **comment**, or by **addressing their NEXT STEP**.

SUCCESSSES and **NEXT STEPS** are acknowledged on the child's work.

As part of **developmental marking**, the teacher/child will repeat the **NEXT STEP** on the following page to reinforce that **area for development** in the next session.

Marking Symbols

Star/Tick – identifies aspects of the children's work that are successful and deserve praise		Next Steps - areas that require further development and need to be improved in future work.	
Finger Spaces	Cursive Handwriting	Write on the line	Capital Letters
Descriptive language used	Full stops	Check work carefully	Sounds for spellings
	VF		
Say your ideas aloud	Verbal Feedback	Adult Feedback (Used to direct a child to approach an adult for direct verbal feedback)	Spelling
Conjunctions	Example of statement from success criteria	Finish your work	Idea
5, 6, 7			
Count on correctly	Correct number formation	Write one digit per square	Use equipment to check your answers

Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area.