



Marking, Assessment, Recording and Reporting Policy

INTRODUCTION

The main purpose of a policy for marking, assessment, recording and reporting is to develop efficient, effective and consistent methods through which a child's progress is measured and communicated to both the child and his/her parents; it will also inform future curricular developments for that child. This policy will also ensure that statutory requirements are fulfilled

These experiences are designed to ensure breadth, depth and relevance, as well as progression irrespective of gender, ethnic background, aptitude or disability

Assessment for Learning

This policy notes the ten principles of Assessment for Learning

SECTION 1: PLANNING

(a) Plans for assessment are detailed in the teachers' medium term and short term plans. The criteria for assessment are directly linked to the learning objectives. The outcome of assessment will inform the next stage in learning as reflected in the plans noted above.

(b) In order to plan for the statutory assessment at the end of a key stage, all teachers, not only those with pupils in Year 2 or Year 6 need to develop shared understanding of standards in the National Curriculum, so that the standards can be applied consistently when coming to a judgement on each pupil's performance at the end of a key stage.

(c) Developing a common understanding of the standards in a key stage includes the consideration of:

- Assessments for mathematics and Literacy.
- The importance of incorporating personalised learning programs into planning
- "Exemplification of Standards" booklets.
- National tests and tasks, and locally produced material.
- Optional test and task material.
- Subject portfolios to develop a common understanding of standards over time. This portfolio includes samples of pupils work at each level, and some work that may have elements of more than one level. This work is briefly annotated, showing how the work reflects the national standards.
- Teachers overall judgements about the work of individual pupils.
- The school recognises and implements the use of the LA's "Curriculum Guidelines", which state expectations for pupils of a certain year group in all subjects.
- Participating in meetings about reaching a common understanding of standards.
- Understanding nationally held requirements.

SECTION 2: ASSESSMENT

Objectives

- To use assessment procedures to inform effective curricular planning.
- To ensure it focuses on how children learn.
- To ensure it is central to classroom practice
- To ensure it understood to be a key professional skill.
- To ensure it is constructive and sensitive.
- To ensure it fosters motivation.
- To ensure it promotes understanding of goals and criteria.
- To ensure it helps learners to know how to improve.
- To develop the capacity for self assessment (ipsative assessment)
- To develop the capacity for self – evaluation
- To recognize all educational achievement.

In addition:

- To ensure consistency, continuity and progression in the whole curriculum throughout the whole school.
- To provide **'day to day'**; **'periodic'**; and **'transitional'** assessments

Implementation of Assessment

- Maintain a coherent policy.
- Monitor and evaluate NC tests and other tests.
- Monitor how personalised learning programs have been assessed.
- To ensure that assessment of the children and assessment for the children is carried out.
- Develop ways of using ICT as an aid to assessment and recording and reporting.
- To continuously seek the active involvement of the children
- KS1 and KS2 Tests, and KS2 optional S.A.T.s tests
- Foundation stage profile assessment scheme

SECTION 3: MARKING

Objectives

- To fulfill statutory requirements
- Use marking to inform planning
- To employ consistent marking practices, in order that accurate information can be communicated to an individual child about their work. (Personalised Learning)
- To will promote regular means of communication with pupils about their individual progress in a form that is comprehensible and able to be clearly understood by the individual pupil.
- To ensure that all children are encouraged to a higher standard of achievement.
- To develop their self-confidence and raise their self-esteem.
- To increase motivation and further effort by praising achievement.
- To assist children by setting clear targets to focus on aspects of work where further development is needed.
- To provide the teacher with feedback on how well the pupils understood the current work.
- To enable the teacher to make judgements about the pupil's attainment.

Implementation of Marking.

- See appendixes 1, 2, and 3 for marking symbols in books and guidance on comments.
- Marking should be consistent throughout the school.
- Marking provides a formative assessment record and should be used to inform planning.

- Marking should always reflect the learning intention of the activity.
- Children should be encouraged to be “First markers” and check their work before giving it to the teacher for comment or marking.
- Children will, wherever possible, carry out the ‘two stars and a wish’ marking practice on their own – and their peers- work. (see appendix 5)
- Where possible marking should be done with the child. Where this is not possible then the marking should be done before the child next uses the exercise book.
- Homework will be marked according to the learning intention. Teacher may comment on the work. Any additional work carried out by the child may receive a comment but will definitely receive a courteous tick to acknowledge the effort.

SECTION 4: RECORDING

Objectives

- To fulfill statutory requirements.
- Records to give a clear, accurate picture of the child.
- Records to provide a clear evidence of N.C. achievements.

Implementation of Recording

- Recording will identify a successful link between planning and learning outcomes.
- Levels for English, mathematics and science are recorded termly on the computer with predictions of levels made in those subjects for the end of that academic year.
- Individual records are developed through entries made in the Individual Assessment Records, teachers’ personal mark books and assessment folders.
- Teacher’s assessment folders will include relevant formatted documents as listed in Appendix 4
- Samples of individual children’s work that represent attainment in a particular subject are collected in files and maintained throughout the academic year.
- In Foundation and Key Stage 1 all records are kept throughout the Key Stages.
- End of year records are kept in plastic envelope files with the child’s name and date of birth.
- Teachers keep Reading Records for each of the groups of children.
- Children and parents are strongly encouraged to comment in their Reading Diaries.

SECTION 5: REPORTING

Objectives

- To fulfill statutory requirements.
- Reports will highlight achievement and progress
- Reports will include indications of areas for future developments. Written reports given annually to parents.
- Oral and written reports are given to parents each term.

Implementation of Reporting.

Autumn Term:

Parents’ introduction to class meeting
 Parent – Teacher meetings
 Termly report

Spring Term:

Parent – Teacher meetings
Follow up termly report

Summer Term:

Parent – Teacher meetings

Annual written report with an account of each child's progress in all subject areas.

The Foundation Stage report will use the Foundation Stage Profile as a basis to inform progress against the Early Learning Goals with some reference to the National Curriculum.

Year 1 report will be on the child's progress in each subject and highlight the pupil's ability and effort. An example of the child's favourite piece of work will be inserted.

Separate SATs results records sheet for Year 6 and Year 2

These assessments will be linked to the objectives set out in the Curriculum Letter that is sent out at the start of each term.

SECTION 6: RESPONSIBILITIES**Class Teachers**

It is the responsibility of the class teacher to:

- Ensure that all class work and homework is marked regularly.
- Ensure that when marking takes place any unfinished pupil work is subsequently completed. (It is recognised that on occasions work will not be completed due to the constraints of time)
- To keep records of marks and levels of achievement in accordance with the Assessment and Record Keeping policy.
- Explain markings, comments and assessments to the pupils when appropriate.
- Ensure that assessment information informs further curriculum planning.
- Instruct the Teacher Assistant to mark appropriately

Teacher Assistants

It is the responsibility of the Teacher Assistant to

- Mark as directed by the class teacher
- Mark in accordance with the policy
- Inform teachers of the children's progress when appropriate

Others (e.g. supply teachers)

- When somebody other than the class teacher has marked work, they will sign and date to indicate that they were responsible for the lesson.
- The class teacher will not be held accountable for the marking.
- It is the responsibility of the Senior Leadership Team to ensure that any supply teacher is familiar with the school's marking policy and expectations outlined in the policy.

Subject Leaders' responsibilities:

- To ensure that the assessment policy is followed consistently throughout the school.
- Monitor teacher's Individual Assessment Records on a termly basis.
- Ensure the implementation of the policy and that marking is regular and informative.
- Ensure that there is consistency in recording marks and assessment levels awarded to individual pupils.
- Ensure that the policies of individual subject policies correlate with the Marking, Assessment, Recording and Reporting Policy.
- Subject Leaders (and the Assessment Coordinator) will monitor samples of children's books each term and report back at next staff meeting. They will develop/change their portfolio when appropriate.

Assessment Leader

- In particular, it is the responsibility of the Assessment co-ordinator to:
- Monitor the consistent use of the policy across the school and to report back to the Senior Management Team on a regular basis.
- Coordinator may also call special assessment meetings to maintain the high profile of assessment in school.
- Monitor the marking

Policy History

Date	Where	What done
March 2008	Own Time	Policy review led by Assessment Leader (L Mawson).
August 2008	Staff meeting	Policy adopted
11 th January 2011	Own Time	Assessment Leader (L Mawson) Reviewed the policy
18 th January 2011	Staff meeting	Review led by co-ordinator (L Mawson)
24 th January 2012	Staff meeting	Review undertaken and changes suggested by staff.
5 th February 2013	Deputy Head time	Review by Deputy Head (and Assessment Leader) L Mawson
5 th January 2015	Own Time	Policy review led by Assessment Leader (L Mawson).
31 st January 2017	Deputy Head time	Review by Deputy Head (and Assessment Leader) L Mawson

Appendix 1
Guidance on marking # 1 Writing comments

The following is guidance to teachers on how to approach the writing of comments at the end of a piece of work. In Foundation Stage and Key Stage 1, it may be more appropriate to mark with the child and tell the comments rather than write them down. Some stamps and/or stickers may also be used.

Written work (in English e.g. word/sentence/comprehension work/long writing; in science; in humanities et. al.)

Approximately **2 positive** comments and **1 comment** highlighting areas to be improved (i.e. 'ways forward') should be written wherever possible.

Comments depend on the child's personal targets/objectives of the lesson/learning outcomes of the lesson/markings focus that week.

Maths.

Two positive comments and one area to improve should be written when marking key objectives.

Caveats

All work will be dated and have a clear objective or title written by the child or the class teacher. Where a child has clearly not understood the learning intention, crosses will not be used but the teacher will invite the child to discuss later on.

Not every spelling mistake should be corrected, only those words that the child should reasonably be expected to know and only enough mistakes to enable the child to learn from the corrections.

Any person marking the child's work other than the class teacher should always sign each page, initial and date the work.

Appendix 2

Guidance on marking #2 Codes used to mark

Foundation

Relevant comments

Date the work

Words will be translated underneath when necessary

Aided / Unaided will be recorded as "A or U/A" when applicable

A courteous tick Work has been seen

Key Stage One

A tick Correct

X or . Error (Can be converted into a tick if corrected)

----- Spelling error: 'Sp' written in margin & word nearby

Aided / Unaided will be recorded as "A or U/A" when applicable.

* Key features of good work identified by either the pupil or teacher

? A 'wish' identified i.e. a feature of the work to be improved.

Key Stage Two

A tick Correct

X or . Error. Crosses will be used moderately. If there is a gross misunderstanding the teacher will indicate that the child needs to seek extra help, thus preventing excessive crosses.

_____ Spelling Error:

AND EITHER: correct spelling written in the margin

OR: pupil is directed to a dictionary.

O (i.e. a circle around a part of the writing) Punctuation error

? Confusion

() Edit

T/C teacher and child discussion

// new paragraph

Aided / Unaided will be recorded as "A or U/A" when applicable

* Key features of good work identified by either the pupil or teacher

? A 'wish' identified i.e. a feature of the work to be improved.

Throughout the school rewards will be given at the discretion of the class teacher eg House Points, HP, smiley faces and teachers' stamps.

Appendix 3

Guidance on marking #3

- a) Children assessing and marking their own work (ipsative assessment)
- b) Children evaluating their own work

It is important that as part of an individualized learning program, the children are given time (as frequently as is practicably possible) to engage in assessing their own – and their peers- work.

Children assessing, evaluating and marking their own work (ipsative assessment)

Children will be asked to assess their understanding of each lesson.

When this is recorded in their exercise books the children will:

Foundation

Draw a smiley face in green, blue or red

KS1

- a) Draw a smiley face in green, possibly with a comment

KS2

- a) Draw a smiley face, with comments when appropriate.
- b) Older children will be encouraged to level their work in accordance with the level descriptors for that particular subject.
- c) Use written and non written forms of self assessment at the teacher's discretion e.g. drawing a 'smiley' face; using 'thumbs up-thumbs down'.

Children evaluating their own work

Furthermore, all children will be asked to evaluate their own work i.e.

What made you successful in today's lesson/activity?

Appendix 4

What records are kept over the course of an academic year?

A Informal/ semi-formal records.

Notes made on lesson plans.

Comments on children's work.

Comments about children's progress in the teacher's assessment folder

B Formal records

APP materials for Literacy and Numeracy

Mark sheets e.g. for tables/ spelling tests.

Science assessed on unit record sheets.

ICT assessed on unit record sheets.

History, Geography, DT assessed on unit record sheets.

P .E.; R.E.; art, music, and Mfl assessment carried out at end of each unit.

C Statutory records

Maths and English assessed against key objectives:

Individual records also kept by teachers.

AT1 achievements for mathematics and science recorded separately.

Appendix 5
(More guidance on children marking their own/ their peers work)

Two stars and a wish

This is a marking practice where the children are encouraged to mark their own, and their peers' work referring to either: lesson objectives; personal targets; group targets or class targets.

- 1) The children identify two positive areas that they can comment on (i.e. the 'stars')
- 2) The children then find an area where the piece of writing needs to be improved (i.e. the 'wish')

Notes:

- 1) This would be expected with most longer pieces of written work.
- 2) The work will and read through by the child, and the stars and wishes (a ? is to be written) through the work.
- 3) This is more of an oral based piece of ipsative assessment
- 4) There may be written comments made as the children get older.

I can statements

- 1) In the front of each child's maths book and literacy book will be a target sheet.
- 2) These target sheets comprise of I can statements for either writing or mathematics.
- 3) The children will assess themselves regularly against the 'I can' statements and tick the statement if they feel it has been achieved.