



Springfield Primary School Assessment and Marking Policy

Date agreed by Governors: September 2016

Date for renewal: Spring 2018

Aims

At Springfield Primary, we believe that by implementing good practice in assessment, recording and reporting we will improve the quality of teaching and learning, raise standards of achievement for each of our learners and facilitate a smooth transition to the next school.

We aim to keep sufficient accurate information about each learner to enable the teacher to:

- define each learner's ability:- what the learner knows, understands and can apply.
- plan and set targets to ensure continuity and progression in our work with our learners.
- ensure consistency in teaching between classes and across year/ Key Stage groups.
- ensure early identification of children with special needs at both ends of the spectrum.
- provide intervention for children with special needs, vulnerable groups and children who are able, gifted and talented.
- Measure impact for intervention groups.
- identify vulnerable groups and put in place
- ensure early identification of children who are able, gifted and talented.
- discuss the individual learner's progress, strengths and areas for development with the learner, other staff, parents/carers and outside agencies.
- provide ongoing teacher assessments.
- write a regular informative report to Governors for English, maths and pupil premium.
- plan accurate up-to-date and useful information for the next teacher/school.

Assessment Strategies

- Observations—watching learners on task. Support staff to note children achieving learning objectives and feed back to teacher to record on Classroom Monitor or on class recording sheets.
- Questioning/discussing with learners.
- Photographing/videoing work in progress.
- Scrutinising learners' work.
- Marking learners' work according to the agreed Marking Guidelines (see Appendix 1)
- Teacher devised tests—e.g. spellings, tables, Rising Stars, Education City and Skoolbo.
- Springfield's agreed entry baseline assessment.
- EYFS profile – assessment information to be collected on an ongoing basis.
- Ongoing Teacher Assessments in KS1 and KS2 – to be recorded on an ongoing basis using Classroom Monitor, Excel sheets and paper recording sheets.
- Salford reading tests in KS1, Star Reading in KS2 (including a number of KS1 children) (linked to Accelerated Reader) and NFER reading tests.
- Accelerated Reader (AR) testing for most of KS2 children and in time, the more able Year 2 children.

Reading, Writing, Maths, Science and ICT

- For reading we record progress against NC statements on paper and transfer to Classroom Monitor at least once per half term. We record the book read and date against the objective achieved and need 3 pieces of evidence before making the statement box 'green' for expected progress.
- Each half term we use NC evidence, together with other reading test materials (eg AR, Star, Salford) to assign a level to each child, this is recorded on Classroom Monitor.
- We use the Big Write to assess writing and level according to Classroom Monitor criteria.
- For science and ICT we use Classroom Monitor to assess.
- As with reading, there will need to be 3 pieces of evidence before making a Big Write statement box green.
- For English, maths and topic work, a traffic light system is used (RAG) to track progress, identify next steps and, in some cases, for self assessment.

Special Educational Needs

Assessment should reflect the school's Inclusion policy.

Reporting to Parents

Parents/carers are invited to discuss their child's progress at Consultation Evenings held in the autumn and spring terms. Parents receive a report on their child's progress in the summer term. Where applicable, the report also contains the child's teacher assessments. Parents may request the opportunity to discuss their child's report and results with the class teacher.

Transfer of Information

At the end of each academic year, each class teacher sends up the following information to the next teacher:

- Phonics booklets – up to date.
- SEN folder
- Reception folders to Year 1
- Science/ ICT – Classroom Monitor
- Salford Reading ages (KS1), AR information will be held on the AR site
- Writing target cards/ targets
- All reading, writing & maths evidenced on Classroom Monitor
- Assessed writing books

Marking Guidelines

(See appendix 1)

Marking Symbols

(see appendix 2)

Signed (on behalf of the Governors):

Date:

Appendix 1 - Marking Guidelines

The following agreed procedures should be implemented by all teaching staff, support staff and supply teachers.

- Work should be marked as soon as possible after completion. If possible, this should be done in the presence of the child. Pupils will be encouraged to take an active part in this process.
- Across the school, teachers will use dialogic marking with each child on all significant pieces of writing/ Big Write using '2 stars and a wish'.
- Work should be marked in relation to the learning objective set for that lesson and the child's individual targets. (Younger children may write, or have written, a simplified version of the LO in their books.)
- Success criteria will be shared with the children at the start of the lesson. This will ensure that they have a better understanding of the marking criteria.
- Children should be involved in the target setting decision which will give the children the opportunity for self assessment. This too will help ensure a better understanding of the marking criteria.
- Where a child has achieved the Learning Objective, the teacher will write LO either at the bottom of the work or, where relevant, next to the place where the LO has been satisfied. Other symbols are also to be used on the RAG, according to the appendix included in this policy.
- Marking symbols will be displayed in each classroom.
- Children should be given opportunities to look at their marked work and make any corrections or improvements that have been suggested by the teacher. This dialogic marking should be done as soon as possible, ideally with the teacher at that time.
- We will mark Big Write work punctually and feed back to the children within a 7 day time period. We will ensure all children have an opportunity to improve their work in light of their 'wishes'. One way to do this would be to group the children according to their wishes and work with a small group at a time with similar needs. Teacher can work with one group while TA works with another so we can get through groups quickly and effectively.
- The class teacher should mark work with a blue or black pen. Supply teachers, student teachers and teaching assistants should mark in green.
- When marking maths work, correct answers should be ticked. Incorrect answers should be marked with a small dot, and any corrections should be done next to the dot. The incorrect answer should not be crossed or rubbed out.
- Spellings should be corrected in accordance with the spelling ability of the child, i.e. only correct spellings they ought to be able to spell, in accordance with their progress on the phonics continuum and Classroom Monitor.
- It is recommended that occasional supply staff do not correct spellings unless it is the focus of the lesson. This is because they will not be familiar with each child's spelling ability.
- Where spellings are corrected, the correct spelling should be written above or next to it. Chosen spellings should be written at the bottom of the page for the child to practise three times. Where possible and if an incorrect spelling is written multiple times, the children should correct the spelling in their work.
- All children in KS1 and KS2 have writing target cards. We will number the targets and refer to the targets when marking work. When a target is achieved we will date it on the target card. When it has been achieved 3 times we can tick it off and set a new target. Children can have between one and three targets at a time. We will highlight the VCOP as achieved and encourage children to show us when/ where they have achieved.

Self and Peer Marking

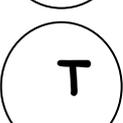
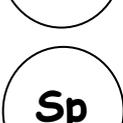
- We encourage both self and peer marking where appropriate.
- The teacher will use dialogic marking with the child. Subsequently, the children will revisit in a purple gel pen.
- The children use '2 stars and a wish' in addition to dialogic marking in their Big Write.

Appendix 2 - Use of Symbols

Symbols used for teacher, peer and self marking can be found in the appendix to this policy. They should be displayed in each classroom.

The Reception unit uses just three basic symbols. These are also included as part of the appendix.

Marking Symbols in KS1 and KS2

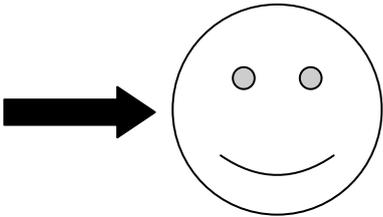
-  **LO+** Learning Objective exceeded
-  **LO** Learning Objective achieved
-  **>LO** Working towards LO
-  **W/S** With Support (Teacher led)
-  **IA** Independent activity
-  **I** The child chose to work independently
-  Well done for making a special effort
-  **R** Revisit: LO not yet achieved
-  **D** Discussed with teacher
-  **T** Target achieved
-  **Sp** Spelling Correction

Highlight **Yellow** for the next step

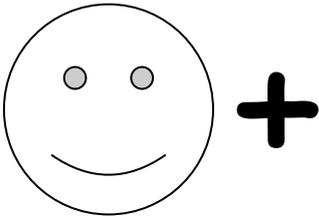
Reception Marking Symbols



I did it. Great.



I am nearly there.
A good try.



Fantastic work.
Very well done!

I

I worked without
help.

w/s

I had some help.

IA

Independent activity.
(I chose to do this work)