



## **Canterbury Road School**

### **Assessment, Marking and Presentation Policy**

**Reviewed January 2020**

**Next review March 2022**

These three areas are closely linked and so included together in this policy.

#### **Assessment**

Assessment is essential to ensure that children are making appropriate progress and are reaching national curriculum (NC) goals. Assessment can be summative (a measurement of attainment) or formative (to support learning).

Attainment and progress against goals is recorded termly using our own bespoke system which tracks progress and NC attainment. Pupil Progress Meetings (PPMs) are held termly with the senior leadership team, special needs leader and class teacher so that each individual's learning can be discussed and tracked. This enables us to ensure that all children are making progress each time and put provision put into place for those who may be falling behind so they can catch up. The progress and attainment of children in Bumble Bee class is also discussed and analysed in a similar way.

#### **Summative assessment**

Summative assessments take place regularly to assess if a child has learnt, understood or applied learning. These are not formal or long assessments and are used to corroborate teacher's professional judgments. Children in Yrs 1-6 do an independent writing assessment at the end of each term so that progress can be measured and recorded.

At the end of the reception year, attainment against the Early Years Foundation Stage Profile is recorded and can be used to track progress throughout the school. Children are expected to reach a Good Level of Development (GLD) based on attainment in various curriculum areas (Communication and Language, Physical Development, Personal, Social and Emotional, Literacy and Maths).

At the end of year 1, children sit a Phonics test to assess phonic knowledge and are expected to pass. Children who do not pass are given additional support in year 2 in order to catch up and are reassessed at the end of that year,

At the end of years 2 and 6, pupils sit SATs which measure attainment in reading, writing, spelling/grammar/punctuation and maths. The results of these are published on the school website. EYFS data is used as a indicator of progress expected throughout KS1 and similarly, attainment in KS1 SATs is used to track progress throughout KS2.

In Years 3, 4 and 5, pupils may sit end of year tests to further determine and measure their attainment that year.

All data is used to plan learning opportunities and to ensure that children are making good progress.

## **Marking and formative assessment**

The effective marking of children's work plays a vital role in the on-going assessment of progress. It provides an assessment record for the teacher and essential feedback for the children about their current attainment and progress and directs future learning.

### Aims

- To provide clear verbal and/or written feedback to children about strengths and weaknesses in their work in order to build on success and improve.
- To enable children to recognise their progress and effort.
- To provide an on-going record of progress.
- To support the teacher in planning the next steps for learning.
- To enable parents to understand their children's learning and highlight strengths and weaknesses.

There are two types of marking – marking for improvement (MFI) and developmental marking. MFI is concerned with correcting errors whilst developmental marking is about improving a piece of work and deepening children's understanding or skills.

### Marking methods

- Marking codes will be displayed in each classroom and the children will be taught what they mean.
- Blue and black pens will be used by adults to mark work and add comments. Writing should be neat and easily read by the child (in some cases, the writing may be read to the child). The adult should ensure they use the correct code to show if the work was carried out independently or with support.
- Use of T and TA symbols record that the teacher or TA supported that specific child with their work. Occasionally, an adult may be sitting with a group of children but if one or more children requires no direct intervention then an 'I' code is used to indicate independent work.
- In written work, green highlighters will be used to highlight particular aspects of work that meets the learning objective and pink highlighters to indicate areas that must be improved, *and not* work that is incorrect.
- Each calculation in maths (or other subjects) is marked in black or blue pen. Pink highlighter is used when a mistake has been made in the working out or process and this should be corrected by the child.
- All improvements should be completed in green biro (KS2) or green pencil (KS1).
- Peer and self-assessment strategies will be used on a regular basis and this work will be monitored/marked by the class teacher.

### Expectations

- All work must have a learning objective/intention (LO) written in the child's book and marking is done against this.

- In the case of practical work where no written/drawn work is done, a LO is still needed and a reflection bubble can be used either for each lesson, for salient learning points in the topic or at the end of the topic.
- In English, labels of that lesson's LO and SC must be included in books at the start of each piece of work.
- At the end of English lessons (or foundation subject with an additional English LO) children should be given time to self-assess their work against the SC.
- All work must be marked before the child does their next piece in that subject.
- Work will be marked against the LO and SC set for that work and against targets if appropriate.

### Marking for improvement (MFI)

- Spelling, grammar and punctuation should be marked in all subjects appropriate to the age of the child with consideration given to the child's needs and abilities.
- Any incorrect spellings that the children are expected to know, in relation to age and ability, should be highlighted pink in the child's book in *all subjects* and corrected by the child, usually the next day.
- Any GPS errors should be marked as above and time given for correction in all subjects.
- At the beginning of the day or afternoon, children should be given time to make improvements to their work and to correct spellings from the previous lesson in a green pen/pencil.
- If the LO has been achieved then the code Ach is used, if partly achieved then p/a and if not achieved n/a.

In the latter two cases, the teacher should give the child/ren extra input/support or booster time so that the LO is achieved. This may be reflected in the next day's planning for a group or in the TA's timetable. A follow up comment may be included needed in the child/ren's book to show this has occurred e.g. 'discussed notation and now achieved'. At the very least, the correction or improvement should be ticked.

- 'Marking for improvement' occurs daily (addressing common errors in spelling and grammar).

### Developmental marking

This requires children to make additional improvements to their writing or maths therefore improving and developing its overall quality or depth. It should take place at least once a week in English and Maths.

Children must be given time to make these improvements and the improvement will be marked. This can occur at the start of the next lesson, in register times or in a designated timetabled slot. MFI will occur after every lesson in foundation subjects, and developmental marking in foundation subjects when appropriate or when the LO has an additional English or Maths focus.

Developmental marking can take several forms –

- A written comment that praises the child for some part of the work and instructs an improvement to a different part. This improvement must be marked.
- A written question that deepens or extends the child's thinking and is responded to in writing. This is then marked.

- Oral questioning/comments during the lesson are often used to extend children's learning and these comments/questions should be written in the child's book as a record. The code MWC is written next to the comment/question. The child may respond in writing or orally in which case the adult will write the response. These are marked.
- When peer marking is used, the marker child should write their comment in green pen.
- In all the above cases, the child may be responding to a pink highlight and a written comment.
- Stickers listing the SC can be used as a 'shorthand' MfI method both for distance, MWC and peer marking methods. For example – the teacher can tick each SC achieved and then write or ask a question about one that has been missed or needs extending. The child responds in writing or orally and this improvement is then marked.

## **Presentation**

Aim To set and maintain a high standard of presentation in books and in written work.

### Expectations

- All work must be dated in written or numerical form at the start of each piece of work. This can be written by the child or an adult. From KS2 this will be underlined with a ruler (or earlier at teacher's discretion).
- All work must have a written LO/I underneath the date – this can be written by an adult, child or stuck in neatly either on a sticker or cut out. If the LO is lengthy, this should be provided on a sticker.
- Practical work i.e. drama/maths game should also have a written LO in the book and the teacher should mark against this. This may not be applicable in phonics or guided reading at the teacher's discretions. It may be appropriate to record reflections or comments about practical work in a 'bubble'.
- Some work may also have a list of SC – this should be written neatly at the start or end of the child's work or in sticker form. Each SC can then be used by the child/peer or adult to mark against.
- Textbook work should have the page number and section number/title written underneath the LO. Question numbers should be written to the left of the answer.
- Adult writing should be neat, in school script at KS1 and easily read by pupils.
- Work should usually start underneath the previous piece of work and not on a new page.
- All lines should be drawn with a ruler and children should be taught to do this correctly.
- Maths text book work – a left and central margin may be appropriate according to the child's ability and type of work.
- Children's work should be carefully presented applicable to their age. 'Sloppy' work is not acceptable and should be re-done/written either at break time or during lunchtime in the time out room.
- Cursive script – once the teacher gauges that a child's cursive writing is accurate and neat, they may write in pen. If the quality then deteriorates, this privilege may be rescinded.

- Use of pen is generally expected for children with pen licences for all written work but drawing, diagrams, maths etc. should be done in pencil. Other work may be done in pencil subject to teacher discretion.
- Crossing outs should be done with one line e.g. ~~corrections~~ or with an eraser subject to teacher's discretion. If erasers are used they should be of good quality.
- Pencils must be sharpened so that writing is clearly presented and teachers should ensure that this is done before the lesson for young or children to save time. Older children must be aware of the expectation. A sharpener and pot on each table is recommended for older children.
- Graphs should be written in pencil and labelled correctly.

### **Targets**

Children are set regular targets for writing which are generally reviewed termly. These support and focus the child on a specific aspect of their work to improve it. These targets should be referred to in all writing work, not just that done in English lessons.

### **Early Years Foundation Stage**

In the EYFS a separate set of marking codes are used. 'Marking' is carried out with the child alongside an adult and next steps discussed with the child having an input into what these should be. Children's work is marked in pencil so adult writing does not detract from the children's own marks. Where appropriate, learning intentions and success criteria are used to explain the learning and assess success at the end of the task. Developmental marking takes place where appropriate and evidence may be found on their work, in their journals or in observation notes. This may be improvements made at the time or for future attention such as in adult initiated or child initiated lessons.

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