



Assessment, Presentation & Marking Guidelines Key Stages 1/2

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Article 29 – the goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Green Gates Primary Academy

ASSESSMENT, PRESENTATION AND MARKING GUIDELINES

RATIONALE

We aim to ensure that our assessment, presentation and marking policy recognises and celebrates every child's achievements, academic, personal and social. Every child will contribute to the whole school ethos which will reflect the secure and supportive learning environment in which all our children can extend their talents and reach their full potential.

Aims of the Policy

- To offer all children an opportunity to show what they know, understand and can do.
- To help children to understand what they can do and what they need to develop.
- Produce a consistent approach towards assessment, presentation, marking and feedback.
- To encourage children to have a sense of pride in how their work should look.
- To enable teachers to plan more effectively.
- To help parents be involved in their children's progress.

Assessment

The Assessment Framework which the school is following is the Primary National Curriculum. We use Classroom Monitor track progress in line with the national expectations, underpinned by GL assessment tests and Rising Stars assessments to identify accurate baselines for pupils and appropriate interventions to extend progress further. Pre and post assessments are also used to further support the baselines in maths and science.

Attainment

We are defining:

Beginning as **Working towards the expected standard**

Developing as **Working within the expected standard**

Secure as **Working at the expected standard**

Exceeding as **Working at a greater depth within the standard**

Progress

The progress in KS1 and KS2 will be measured using the DFE framework and supported by a range of evidence including Teacher Assessment.

Assessment Cycle

Ongoing assessment and evaluation occurs after each lesson and is recorded on planning documentation. A 'snap-shot' analysis is also taken at the end of each half-term. The academy run a series of moderation events internally, across the Trust and with local special and mainstream schools in the area to support accuracy of assessment and share best practice. Classroom monitor is then updated to reflect progress made during the teaching period. Ongoing assessment allows us to plan, differentiate, monitor, target set and provide focused interventions on a daily basis.

All children have targets taken from end of year expectations for the appropriate key skills they are working at. For the appropriate assessment statement to be successfully achieved the children have to demonstrate that they have applied them over a sustained period of time, over the course of the reporting period.

During pupil progress meetings, held at the end of every term, full and detailed analysis of assessments are undertaken and identification of those children making less than good progress is recorded and interventions are put into place. These are monitored closely for impact by the class teacher and SLT.

An ongoing process of moderation is in place throughout the school in terms of assessment. Whole school moderation, in terms of consistency of judgements as well as overall knowledge of the statements that make up each year group key skills, External moderation with other schools is also an established aspect of our ongoing assessment cycle.

Planning

Long term planning:

- Involves whole staff and reflects school's targets.
- Matches the curriculum offered to the needs and interests of the children.
- Is based on knowledge and skills.
- Maps and monitors progression throughout the school.
- Enables teachers to evaluate assessment information regularly.

Medium term planning:

- Ensures plans have clear learning objectives.
- Uses these learning objectives to assess the knowledge and skills of a child or a group of children

Short term planning:

- Recognises the range of needs and abilities within the class
- Involves strategies to share the learning objectives and individual targets and success criteria with the child
- Takes into account a set of teaching styles which reflect children's different learning styles
- Identifies opportunities for assessment

Assessment for learning

Will be effective when teachers:

- Are clear about what children know, understand and can do in all areas of learning.
- Ensure children know what the intention is of the learning, what has been achieved and how they can improve.
- Regularly provide the opportunity for children to reflect and talk about their learning and progress.
- Use a range of assessment methods including observation, questioning, listening, assessing pieces of work and testing.
- Use the results of assessment to plan future learning.
- Ensure that other adults working in the classroom are clear about their role in assessment, including dissemination of information.

Reporting to Parents and Carers

This is successful when they:

- Provide clear information which parents can understand about their child's effort, progress and outlines strengths as well as areas they need to improve.
- Promote parental involvement in their child's learning.
- Provide opportunity to talk with parents.
- Report at the end of the academic year effort, progress and attainment. Test/task results are reported at the end of Y2 and Y6.
- Clearly explain the relationship between the child's attainment and any comparative data available.
- Additional requests are sent to parents at times which allow for appropriate action or discussion to take place.
- Reports are issued termly and are supported with termly meetings with parents and tutors.

Monitoring Progress through Assessment

This is effective in raising standards when:

- Expectations are appropriate for each child.
- The performance of different groups of children are identified.
- The performance of different teaching groups are identified.
- Performance is considered against benchmark information.
- Any year on year trends are taken into account.

The use of assessment information is effective when the school:

- Knows how to act upon the information which emerges in terms of whole school management issues, interventions and classroom practice.
- Uses the information to inform curriculum planning and setting learning objectives.
- Provides school development and action plans to achieve agreed improvements.
- Uses the information to inform the target setting progress.

Short term planning:

- Recognises the range of needs and abilities within the class.
- Involves strategies to share the learning objectives and individual targets and success criteria with the child.
- Takes into account a set of teaching styles which reflect children's different learning styles.
- Identifies opportunities for assessment and further developments.

On-Going Assessment

Assessment for learning is effective when teachers:

- Are clear about what children know, understand and can do in all areas of learning.
- Ensure children know what the intention is of the learning, what has been achieved and how they can improve.
- Regularly provide the opportunity for children to reflect and talk about their learning and progress.
- Use a range of assessment methods including observation, questioning, listening, assessing pieces of work and testing.
- Use the results of assessment to plan future learning.
- Ensure that other adults working in the classroom are clear about their role in assessment, including dissemination of information.

Assessment as an end of Key Stage Process

Will be effective when:

- Teachers follow the current statutory requirements.
- Equal status is recognised between teacher and test/task assessment.
- On going teacher assessment is used when making judgements.
- Teachers understand and apply the level descriptors.
- Judgements are made which are consistent with shared standards agreed through moderating.
- Special arrangements are applied for individual pupils according to need.
- Information from assessments and test/tasks is used to evaluate and monitor progress.

Records and Evidence

These are useful when teachers:

- Keep records which are manageable.
- Use information from previous teachers when planning future work.
- Involve children in reviewing and recording progress.
- Keep evidence for a clearly defined and useful purpose.

- Use examples of children’s work to help them to understand their strengths and how they can improve.
- Provide records which are clear and easy to interpret, and which other people understand and find useful.

Reporting to Parents and Guardians

This is successful when they:

- Provide clear information which parents can understand about their child’s effort, progress and outlines strengths as well as areas they need to improve.
- Promote parental involvement in their child’s learning.
- Provide opportunity to talk with parents.
- Report each term on effort, progress and attainment. Test/task results are reported at the end of Y2 and Y6.
- Clearly explain the relationship between the child’s attainment and any comparative data available.
- Additional requests are sent to parents at times which allow for appropriate action or discussion to take place.

Monitoring Progress Through Assessment

This is effective in raising standards when:

- Expectations are appropriate for each child.
- The performance of different groups of children are identified.
- The performance of different teaching groups is identified.
- Performance is considered against benchmark information.
- Any year on year trends are taken into account.

The use of assessment information is effective when school:

- Knows how to act upon the information which emerges in terms of whole school management issues, interventions and classroom practice.
- Uses the information to inform curriculum planning and setting learning objectives.
- Provides school development and action plans to achieve agreed improvements.
- Uses the information to inform the target setting progress.

Target Setting

- In KS1/KS2 all children will have an individual writing and maths target, linked to the end of year expectations to be displayed in the classroom. Where possible, children will look to use this target in all lessons.
- The Success Criteria which identified in books will reflect elements of the child’s end of year target
- In both KS1 and KS2 children and teachers are to identify evidence of the target being met by use of regular whole school moderation session. This will be followed

by whole school target setting for individual children. These targets are displayed for individual children in class.

Presentation Guidelines

- Teachers should state the LO and SC in childrens' books. The LO should be in the specific colour for the key skill and the SC written in bullet points.
- The colours for the key skills are:
 - Key Skill 1-Red
 - Key Skill 2-Orange
 - Key Skill 3- Yellow
 - Key Skill 4- Green
 - Key Skill 5- Blue
 - Key Skill 6- Purple
- The SC should be reflected in the marking.
- Each piece of work must be dated.
- The date should be underlined using a ruler and pencil or included in the learning objective.
- Children should give their opinion on how they found the work using 'self-assessment', included in the learning objective in the book.
- Any mistakes should be crossed out neatly using one ruled line. The correct version should be written on the same line.
- Rubbers should be used sparingly
- The use of pen or pencil, in Key Stage 2, is determined by consistent outstanding handwriting. When moving to pen it must be a black **school** pen.
- A child should not write or draw ANYTHING on the covers of any exercise books.
- A child should not 'doodle' or in any other way mark any of the pages in their exercise books.
- Drawings or diagrams must be drawn in pencil and straight lines drawn with a ruler.

Marking Guidelines

- When marking work, class teachers and teaching assistants will mark in green pen and children will peer/self-mark in a different coloured pen – this will distinguish clearly who has marked the work.
- Students will be made aware of objectives to be marked and of the criteria against which success will be judged.
- Marking will be timely, incisive and objective specific.
- Marking will establish a dialogue with students. **Success** will be acknowledged through **green highlighting** of the learning objective and **consolidation or challenges** suggested where appropriate through **pink highlighting**.

- Time should be allocated frequently to allow improvements to take place at an appropriate time.
- When an improvement has been made the teacher will acknowledge this with a smiley face. 😊
- Where support has been given the children's books will be annotated with the letter 'S' next to the appropriate learning objective and a brief comment if appropriate.
- Marking methods should be consistent across the school
- Marking methods should be applied by **all** staff working in the classroom.
- Marking in Literacy – Success will be acknowledged through highlighting the appropriate learning objective in **green**, alongside highlighting in green examples of achievement of success criteria in work task
- Marking in Maths –Although the purpose of marking is primarily diagnostic, it will also lead to 'next steps' in learning. Examples of independent and correct completion of calculations should be highlighted in **green** and the **pink** comment should either consolidate or challenge.
- Marking in Science – The L.O. will be highlighted either with **green** to reflect successful outcome of task or **pink** followed by a consolidation or challenge task
- Marking in Topic books – Teachers should highlight using the **green** and **pink** system **through** the L.O. If the learning objective was achieved, teachers will provide an appropriate challenge task

Quality Marking

All children's work will be marked regularly.

Children will be expected to have time to respond and make corrections/additions to their work.

Peer and Self-Assessment

- Use of response partners.
- Self/peer marking against criteria.
- Marking can be carried out by the children, making improvements as part of the lesson; teachers will acknowledge this.

Monitoring and Evaluation

Monitoring of feedback will take place through a variety of ways:

- Learning walks
- Book scrutinise
- SLT monitoring
- Specific monitoring of feedback
- Governor support
- Teacher mentor sessions
- School to school moderation

Marking and feedback during the coronavirus (COVID-19) pandemic

Statement of intent

During these uncertain times, the school is committed to ensuring the health and safety of staff members and pupils alike; however, we understand it is crucial to pupils' learning that a degree of normality is retained, particularly with regards to their learning and their development.

In line with the above, the school has made a number of amendments to our day-to-day procedures. This policy outlines how the school will continue to mark and offer feedback to pupils during the current pandemic and while subsequent restrictions on normal practices are in place.

1. Marking pupils' work

- 1.1. The school is limiting the use of shared resources. As such, teachers will not take home pupils' work books under any circumstance. Marking should be conducted in school. Teachers should sanitise their hands before and after contact with each book.
- 1.2. When marking pupils' work, teachers will take the current pandemic and the effect it may have had on pupils' mental wellbeing and concentration levels into account – teachers will be guided by their professional discretion and judgement.
- 1.3. It is at the teacher's discretion whether they use internal assessments to conclude topics and assess pupils' learning. Where this is the case, the classroom teacher will discuss the feasibility of assessments being undertaken with the Vice Principal.

2. Feedback

- 2.1. Where a pupil has to work from home due to self-isolation or further lockdown measures, work will be accessible through the Purple Mash website. Teachers should upload '2Dos' once a week, covering at least maths, English and science.
- 2.2. Teachers will offer feedback on a sample of the work completed by pupils online, and will not rely solely on online quizzes and educational games for pupils to understand how well they are learning.
- 2.3. Consistent and clear lines of communication are opened with the parents of pupils who are learning from home to ensure feedback is received and understood.

- 2.4. If pupils are learning remotely, teachers will not attempt to offer the same levels of feedback as they would in person in school.
- 2.5. Feedback is only sought to help inform the development of future learning and lesson plans, and not to assess pupils' performances.
- 2.6. Pupils who are still in school will continue to be given feedback as per the Teaching and Learning policy.
- 2.7. Social distancing rules are observed when giving pupils feedback on their work.
- 2.8. Where possible, teachers will ensure fairness in the amount of feedback given to pupils in school and pupils learning remotely.

3. Monitoring and review

- 3.1. This policy is reviewed weekly by the headteacher in accordance with, and in reaction to, the latest government guidance.
- 3.2. The headteacher communicates all updates to this policy to all parents and staff members.