

St Joseph's Infant School



Assessment and Marking Policy

Marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. Teachers follow an agreed system, philosophy and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

Reviewed Oct 2021

St Joseph's Infant School Assessment and Marking Policy

Rationale

Evidence of our response to children's work can be found recorded in books and on display, but much of EYFS and Key Stage 1 work is practical and much response is verbal. A great deal of verbal praise is given. We use our judgement as professionals in a constructive way when working with young learners to take them forward. We believe that the most effective way of marking for all pupils is through dialogue. Assessment and marking of pupils progress is not seen as just academic but also as personal and social.

Aims

- To assist learning
- To provide information for assessment
- To encourage, motivate, support and promote positive attitudes
- To inform planning
- To track learning and development e.g Gifted and Talented, SEN, EYFS - learning programs for all children
 - To promote higher standards
- To correct errors and clear up misunderstandings
- To recognise achievement, presentation and effort
- To provide constructive feedback
- To give children time to read the marking and adjust their work according to the comments
- To show pupils that we value their work
- To allow pupils to reflect on their past performances and to set new targets together with the teacher, pupils then share these with their parents.
- To develop their unique, individual qualities in social situations not just academic.

Objectives

At St Joseph's Infant school marking:

- Is constructive
- Is related to needs, attainment and ability
- Is related to specific targets and learning objectives which are shared and made clear to the pupils in advance □ Follows consistent philosophy throughout the school
- Ensures that pupils know how well they are doing and what they need to improve to make further progress
□ Provides pupils with opportunities to assess their own work and that of others □ Is positive and constructive with appropriate praise given.
- Sets targets for children to ensure pupil motivation and involvement in progress
- Encourages a dialogue between teacher and child, child and parent, teacher and parent.

Processes

i) **Verbal Feedback by teachers** : to prompt deeper thinking, and swiftly address misconceptions during lessons. This is 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.

ii) **Acknowledgement of all pupils work**: recognising attainment and/or progress, success and/or completion of pupils' work.

iii) **Deeper Marking** in which the teacher marks a child's piece of work using green pen , which signifies how the work can be improved and pink pen to acknowledge good work , or a particular aspect of the work where the pupil has achieved well. Next steps are given when a piece of work is deep marked. Next steps will require a response from the pupils and time, with the teacher 1:1 or in a small group, will be given for the child to respond.

iv) **Self-assessment and peer assessment**: Pupils assess their work using the Learning Line. This form of self- assessment allow pupils to gauge where their learning is against a particular objective using 1-5 .

Non-negotiable Procedures for Marking.

All marking is to be carried out in pink for positive comment (tickled pink) that links to the learning objective and green pen for marking that will grow the child's learning (green for growth)

All marking is to be done in a clear legible hand aligned to the school handwriting script.

The marking code is to be followed in all cases.

The marking code should be accessible to all pupils in the learning environment

All pupils' work is to be at least acknowledged marked by Teacher or Support Staff.

In both Maths and Literacy at least 1 piece of work per pupil should be deep marked per week.

Two stars and a wish will be adopted to give written feedback. Two (star) pink comments linked to the learning objective and 1 (wish) green comment to develop or improve for next time.

Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils.

When deep marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code. If a response is required for spelling no more than 3 spelling corrections for a piece of work will be given.

Self-assessment

Learning Objectives should be stuck in to books and where applicable the success criteria - The child can self-assess against all aspects using the Learning Line at the beginning, during and end of a lesson **Peer**

Assessment

Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. This can be done in blue and the peer assessor's initials must be also left.

Responding to comments

Pupil response to comments should be made in purple - so that it is clear they have been completed. Response should be made as soon as reasonably possible in order to support pupils effectively.

Rewards:

In accordance with our Behaviour Policy teachers establish their own reward systems, appropriate to the age and needs of the children in their class. These may be in the form of stamps, stickers and certificates. s, good work post cards sent home. A weekly. 'Happy Assembly' will take place where teachers recognize 4 children from their class 2 children for demonstrating our whole school values of Read, Respectful, safe and 2 children in recognition of their good work. Valuing, celebrating and showing childrens' achievements when appropriate to recognise their uniqueness.

Maths Marking-

- Use a tick to show correct answers and a dot to show incorrect answers
- Indicate level of understanding using the symbols next to the learning objective

✓ = little or no understanding

✓ ✓ = some understanding

✓ ✓ ✓ = understood completely

- Numbers need to be 1 digit per box and should be correctly formed. If not correctly formed numbers should be corrected and children demonstrate practicing the number formation
- Rulers should be used where necessary
- Children should record their own work as often as possible □ Marking comments should focus on mathematics

Investigative and Practical work

Where a child has undertaken an investigation or practical task, there should be a quality comment either pupils voice, written in speech marks or pink marking comment

Planning and Assessment

Marking informs planning and provides information for assessment.

Corrections support the child's learning and we remember that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking. Teachers use their professional judgment when deciding how many corrections to mark. Teachers may plan to mark groups of work, so that they can focus on developing particular objectives with targeted groups linked to the success criteria.

Marking is for the direct benefit and improvement of the children's learning and development.

Marking is therefore undertaken by the teacher to inform the child of the progress they are making and targets what they need to work towards.

Agreed Code

Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful.

teachers will use the code below as an aide memoire as appropriate to the age of the child. Pictures can be drawn if a visual prompt is needed e.g. a drawn hand means fingerspaces

Comments are written whenever possible, giving targets for future work.

The symbols for assessing a piece of work are as follows:

SP Spelling error (Child self-corrects) rather than every mistake being corrected by teacher?

I - independent work

AS - adult supported - with initials

VF - verbal feedback - with a brief outline e.g. capital letters, full stops

PS - peer support

These symbols will be stuck in the inside cover of English and maths books .

Time is given to pupils to reflect upon marking to ensure that they benefit from it. They are also given the opportunity to discuss their work with the teacher.

Marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of children's achievement that feeds into future planning. It is also a very effective medium for providing feedback to children about their progress. Children also feedback to teachers and parents about their work and what they have achieved.

Monitoring, Evaluation and Review

A key aspect of the Assessment Coordinator's role is to monitor, evaluate and review the effectiveness of our marking procedures throughout the school. This is achieved in a variety of ways including, scrutinising work, discussions with staff and pupils, observing in lessons, providing appropriate and high quality resources.

Staff Development

We are committed to ensuring that all staff develop and maintain their skills and are able to make professional decisions regarding assessment and marking. Staff are encouraged to identify areas in which they feel they may benefit from further training. Training needs may also be identified by the subject leader or the team co-ordinator. Training may be provided in a number of ways including in school provision and attendance on courses. The subject leader will ensure that staff are aware of training opportunities.

The Role of The Assessment Co-ordinator

- To coordinate the delivery of PIRA and PUMA assessments in: Autumn T2, Spring T2 and Summer T2
- To monitor the implementation of the marking policy.
- To use assessment data to monitor progress.
- To support staff with new ideas, resources and materials relevant to the policy.
- To monitor standards and to lead work sampling sessions where staff moderate marking across the school.
- To make recommendations for further improvement.

Review

This policy will be reviewed annually by the Assessment Coordinator. Any alterations that come from this review will be discussed with the Headteacher and ratified by the teaching staff and appropriate governing body sub-committee.

Ratified by Governors on

Chair of Governors Date

Headteacher Date