

Bicton C.E. Primary School and Nursery

Learning for a Lifetime



MARKING AND ASSESSMENT POLICY

Introduction

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.

Independent Teacher Workload Review Group, March 2016

At Bicton C. E. Primary School, our aim is that marking should be meaningful, manageable and motivating. Learning is enhanced when children are clear about what they are trying to achieve in a piece of work and when they know clearly what they have done well and what they could do to improve their work or do better next time. Responding to children's work is embedded in teachers' everyday practice at our school and provides a valuable, learning-focused communication between each child and their teacher.

Aims and Principles

- Marking and assessment raises motivation by celebrating progress and valuing effort and achievement to encourage learning.
- Responding to children's work needs to be regular, appropriate and should identify the child's next steps.
- Actively involving children in their own learning and empowering them to self-assess and recognise how to improve is a key feature in improving learning through assessment.

What this looks like at Bicton C. E. Primary School

- Learning objectives are shared with children at the start of a lesson/activity and are referred to throughout the session.
- Children know what they need to do to achieve the learning objective because it is broken down into success criteria, where appropriate, by the teacher and/or the children themselves.
- Children are encouraged to self-assess and improve their own work throughout the lesson/activity, making effective use of their success criteria.
- Self- and/ or peer-assessment are used to identify success against the learning objective and suggest next steps.
- Children are encouraged to share their success in relation to the learning objective(s), success criteria and, where relevant, their ongoing targets.

How feedback is given

Teachers make use of a wide range of strategies to move children's learning forward, where they address a child's achievements first before identifying ways in which they can develop their work/ make further progress. Feedback can take the form of spoken or written marking, peer marking and self-assessment. In practice, this means that not every piece of children's work will receive a written comment.

Oral feedback is used throughout lessons to recognise and encourage children's oral and written responses, and challenge them to extend their thinking further. 1:1/ small group feedback is used regularly to identify children's next steps.

Marking comments refer mainly to the learning objective and success criteria, focusing on the child's successes/ achievements and what they need to do to improve. Comments may also refer to children's ongoing targets, as well as general presentation and application of other skills e.g. spellings. Stickers, stamps and smiley faces are used alongside the marking comments. Special Head teacher's awards, together with *Star of the Day* class awards, postcards home, trophies and certificates in whole-school celebration assemblies are also used to acknowledge children's progress, effort and success.

Learning Objective

The learning objective (LO) should clarify the intended outcome of the lesson. The LO is shared with the children at the beginning of a lesson, activity or unit of work. It should be shown clearly at the start of each piece of work and should be typed out by the teacher.

Teachers are expected to share each learning objective clearly, to ensure that every child understands what the focus of their learning is; the LO should describe what the child is learning and not their task.

Success Criteria

The success criteria should explain how the children will meet the learning objective. When working on a task/ activity, children are provided with the success criteria which set out what they need to do in order to achieve the learning objective. These are often identified by the class through discussion with the teacher, at the start of the lesson, and may be listed on the whiteboard or typed up by a class adult for children to refer to in their books. In Key Stage 2 in particular, children are encouraged to identify their own success criteria.

Feedback and Marking

In 2015, our school introduced the use of **Tickled Pink** and **Blue to Bloom** *Close the Gap* marking, to identify areas of success in children's work in relation to the learning objective and areas to improve.

Pink and blue underlining/ highlighting is made clear to the child e.g. a word or punctuation mark used may be highlighted or underlined. Teachers ensure that pink highlighting/ underlining is always more prominent in a child's work. Written comments may be provided at the end of a piece of work to explain clearly what the child has done well (**pink**) and what could be improved or extended further (**blue**.)

Children are expected to respond to feedback from the teacher or teaching assistant in subsequent work.

Self- and peer-assessment are used by children, using pink and blue crayons/ highlighters, to identify aspects of their work which are pink or blue.

The following are shared with children and used consistently throughout the school to indicate achievements and areas for development, as well as the level of support provided to them:

?	=	something does not make sense
P	=	missing or incorrect punctuation
sp	=	word underlined for spelling correction
//	=	new paragraph
•	=	incorrect
^	=	omission
NS	=	next steps
CT	=	class teacher
TA	=	teaching assistant
I	=	independent work
S	=	with support

Assessments

During the school year, a range of formal assessments will be carried out in each phase / year group. Children are assessed in areas that have already been taught and outcomes in these assessments will be used to support ongoing teacher assessment. Teachers ensure that the tests are administered as informally as possible and as an opportunity for children to demonstrate their understanding.

Internal tests and assessment tasks			
Subject	Format	When	Year groups involved
Reading	Written reading comprehension test	Each term	Years 1 to 6
Writing	Independent writing task	Every 3 weeks which may be part of an ongoing unit of work or a piece of writing linked to another subject.	Years 1 to 6
Maths	Progress tests	Every half term	Years 1 to 6
	Arithmetic tests	Every fortnight	Years 1 to 6
National statutory assessment tests (correct at September 2017)			
Phonics screening check	Verbal test – children are asked to read a set of 40 real and nonsense words	June	Year 1 (and Year 2 children who did not achieve the expected standard in Year 1)
Reading	Written reading comprehension test	May	Years 2 & 6
Maths	Separate arithmetic and reasoning tests	May	Years 2 & 6
GPS (Grammar, punctuation and spelling)	Written GPS test and separate spelling test	May	Year 6

Early years Foundation Stage

A baseline assessment is carried out on children's entry to the Reception year. Continuous and ongoing observations are used to make judgements about what a child has learnt and can already do so that they can be moved on in their learning.

At the end of the Reception year, the assessments made during the year are used to report whether children are at emerging, expected or exceeding against 17 Early Learning Goals in prime and specific areas. Evidence of their characteristics of effective learning is also commented on.

Prime	Communication and language/ Physical development/ Personal, social and emotional development.
Specific	Literacy/Mathematics/ Understanding of the world/ Expressive arts and design
Characteristics of effective learning	Playing and exploring/ Active learning/ Creating and thinking critically

This policy was reviewed and updated in September 2017.

This policy is due for review in September 2019.

Signed Head teacher

Signed Chair of Governing Body