



Copnor Primary School – Assessment and Marking Policy

Rationale

Use assessment to ensure high standards and maximise progress for all pupils.

Aims

- ✓ To match the curriculum to each individual pupil's needs
- ✓ To communicate targets to all stakeholders, including those across transition
- ✓ To report on progress to pupil, staff, parents, governors and transfer schools
- ✓ To provide feedback so that pupils know where to improve.

Assessment for Learning

In lessons, learning intentions are shared with the pupil.

A variety of AfL strategies will be used in all lessons, to include:

- Use of talking / response partners
- Evaluation of learning at the end of the lesson, with particular reference to learning intention (and success criteria if applicable)
- Pupils self-assess against the learning intention
- Peer evaluation
- Where possible reflective / evaluative comments will be made, focusing upon the area/areas a child needs to improve, either in that piece of work or in a future piece.

Marking

All work will be marked against the learning intention (LI). All learning intentions will be marked. A green highlighting indicates that the child has achieved the LI for that lesson. If green is not used, then p/a will be used to show that the LI was partly achieved; n/a means that the LI has not been achieved. For both p/a and n/a, these abbreviations are written next to the LI and a highlighter is not used. The work will be initialled by the teacher to identify who has marked it.

For some lessons, particularly for maths and longer English lessons, there will be two learning intentions: mastery and greater depth. The mastery LI is the age expectation, while the greater depth LI provides children with an opportunity to apply their learning to a challenging context. Where two LIs have been provided, it is to be assumed that if a child has the greater depth LI marked (as either green or p/a) then they have achieved the mastery LI.

Cover HLTAs / release teachers will mark all work, as aforementioned, including placing a C in a circle, thereby indicate the lesson was taught by a cover teacher/HLTA.

If work is marked in green, it has been marked by the teacher: red pen means that the child has responded to a comment and/or has marked their own work.

In addition to the highlighting of the LI, there will be additional marking as follows:

1. Work which is marked purely against the learning, will be done so with pink highlighters to indicate points for development. Where required, the teacher may provide a comment to support the child's learning.
2. More detailed marking will take place in English and Maths at least once a week and in other subjects every 2-3 pieces. Development points (including opportunities for close the gap comments) may be commented upon. This will be marked against the learning intention. Teachers will also verbally feedback to children - particularly in EYFS and KS1- where written feedback may also be replaced by verbal feedback, depending on the developmental stage of the children.

Where pupils have worked with the teacher or teaching assistant in a guided group, this will be written in the margin to indicate guided work. Where pupils have been to music lessons, or have been out of the lesson for part of the time, a brief comment will indicate this. Work which has been discussed with the pupil will have a D in a circle written in the margin or next to the particular piece of work. Where appropriate, the teacher or TA might write a short comment, explaining what was discussed.

For the year groups where moderation of the cohort's abilities against end of key stage expectations is a possibility (namely, Years 2 and 6) an adapted marking system is used as follows:

For writing, in Year 2, work contributing to a portfolio of evidence will be marked in green to show that the child has completed the work to the standard expected for them. Spellings on such pieces may also be highlighted in pink for the child to correct.

For writing, in Year 6, work contributing to a portfolio of evidence (used to assess the child's ability to write in a range of genres and for different audiences and purposes) may not have pink highlighting. Once the piece of work has been assessed, the teacher may provide a scaffold comment and/or next steps. Further to this, in the margin, again at the end of the assessment process, the teacher and/or child will have recorded where the child has used a feature of writing appropriately. For example, a child might show where they believe they have used the passive voice. The teacher will then confirm the child's assessment by using green highlighter on the phrase passive voice (and not on the actual use of passive voice within the text).

Spelling

At the beginning of each year, teachers will ensure that parents receive the list of statutory spellings, and that these are a focus during teacher marking.

Not all spellings will be corrected but the following will be drawn to the attention of the pupil at appropriate times:

- high-frequency words (appropriate to ability)
- spelling rules which have previously been word level foci
- subject specific vocabulary
- common words (such as months of year and days of week)
- Incorrect spellings that require practice are highlighted in pink.

Pupils will be given the opportunity to correct their own spellings where appropriate and will be expected to learn them as part of their ongoing spellings.

EYFS:

As the year progresses, the marking in EYFS adapts as the children become more acquainted with school. Feedback is verbally given as marking takes place because all marking takes place with the child. Misspelt high frequency words or poor letter formations are highlighted and the child will spend time practising these, with support as appropriate.

Assessment of Learning

End of year targets are set. Our expectation is that 85% of children achieve the expected standard (ExpA on SIMS). Regular testing will be undertaken across the year in KS1 and KS2, through a range of half-termly assessments using age appropriate tests.

Statutory requirements will be followed for end of key stage tests.

Statutory requirements will be followed for the reporting of end of key stage results.

Regular target reviews (PRMs), the first being in September, will be made against end of key stage or year group expectations. Year groups will moderate these and update the SLT after target reviews. PRMs are held each half term with an emphasis on monitoring Pupil Premium children and focussing on closing the gap.

Tracking documents will be used in the core subjects and regularly updated by teachers.

An assessment map is attached to detail the timetable of assessment tasks over the course of the year.

Reviewed: May 2017

Review date: July 2019