



CHURCH EATON PRIMARY SCHOOL

SCHOOL MARKING AND ASSESSMENT POLICY

Approved by Governors: Autumn 2018
Member of Staff responsible: Simon Shaw
To be reviewed: Autumn 2019

1. MISSION STATEMENT

Mission statement

This school will ensure that each child will have the best start in life through promoting and developing confidence and independence as learners who succeed today and be prepared for tomorrow.

Motto Caring Educating Succeeding	Curriculum Drivers Community Environment Self Sufficiency
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Church Eaton Primary school encourages all our children to be...

- Successful learners who enjoy learning make progress and achieve.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society
- To develop an inclusive school with an emphasis on our community and environment.

Church Eaton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment. All staff and volunteers are subject to an enhanced DBS check.

Please refer to the school's Safeguarding Children Policy for more information.

Church Eaton School endeavours to meet the diverse needs of its pupils to ensure inclusion for all. All of our pupils are entitled to a broad, balanced curriculum, delivered in a relevant and differentiated manner, enabling progression and continuity to be experienced.

It is important in this school that the teaching and learning, achievements, attitudes and well-being of every young person matters. In order to make access

to the whole curriculum a reality for all pupils, we foster an ethos in which positive attitudes to gender equality, cultural diversity and special needs of all kinds are actively promoted.

A range of teaching and learning styles are used across the curriculum, and these are appropriate to the age, ability and maturity of pupils. Teaching provides opportunities for pupils to reflect, question and make connections between aspects of their learning.

Rationale

Marking is an integral part of assessment. We aim to provide a system of marking that is consistent and continuous across each stage within our school. Marking will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved. Marking through Quality Marking allows for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others. We aim to mark positively whenever possible to enhance self-esteem and confidence.

Effective marking should:

- Give feedback to children and inform them of their achievements and the next steps in their learning.
- Help children to understand the strengths and areas to develop in their work.
- Show work is valued.
- Demonstrate appreciation of children's effort.
- Inform future planning and learning.
- Evaluate and assess children's learning.

TEACHER ASSESSMENT

Marking Procedures by the Teacher

- All work will be marked using a **pink** pen to show if work is correct, to identify what children have done well and to praise children.
- A correction or improvement to be made, or a next step will be marked in **green**.
- As far as possible, marking will be done daily or when a piece of work is completed.
- Work is marked in relation to shared learning objectives and the child's attainments.
- As far as possible, time will be spent with the child to ensure they understand the comments and the targets set.
- Teacher's writing to be neat, legible and model Cursive Script.
- An indication will be made whether support was required or work was completed independently.

- Prior to marking, children may be required to proofread or edit (shown in orange).
- Staff and pupils to use ticks and dots when marking work.
- Staff will highlight success criteria using pink to show it has been achieved and green when not achieved.

Children will respond to marking:

- Encouraged to evaluate their own work before marking, taking into consideration the shared learning objectives and any previously individually set targets in their books.
- Pupils will be encouraged to write their own comments in response to comments produced by members of staff.
- Encouraged to reflect after marking and take the opportunity to correct, practise or investigate a problem.
- Pupils may be asked to respond to why a piece of work has been highlighted.
- The teacher will ensure children have time to respond to marking.

Quality Marking - all learning

In quality feedback:

- Marking focuses on what the children are learning and trying to improve and will be linked to the Success Criteria.
- Marking focuses on specific taught items: concepts, skills and knowledge, so that the feedback encourages development of the learning, rather than on application of learning objectives, such as writing a whole story or designing an experiment, where summary feedback is more appropriate.
- Marking is only of value if comments are read and/or responded to/regarded.
- Ideally, marking should become a part of the developing dialogue resulting in pupil progress, for example, a pupil writes, the writing is marked away from the pupils and in his/her subsequent work, the pupil incorporates suggestions. This is best done during a unit of work, e.g. formative rather than summative.
- Time will be allocated for children to respond to comments and to write a comment back.

We believe that correcting has its place in marking but only when it contributes to an improvement in a pupil's work. Errors need to be pointed out if a pupil is to improve his/her work. Comments can be made verbally or in written form to communicate their message. In the case of Foundation Stage and KS1 pupils, feedback needs to be as immediate as possible.

An improvement suggestion by the teacher helps the child know how to make a specific improvement. This will be shown in green.

We will ensure that time is allocated for pupils to respond to their written/oral comments by their peers in order for them to act upon the development points.

Verbal Feedback


It is important for all children to have oral feedback from a teacher depending on the task. This dialogue should focus upon successes and oral feedback will be marked. This will be shown in pupils books as VF.


EDITING AND IMPROVING


Pupils will edit and improve work including spelling and punctuation in orange.

SELF ASSESSMENT

The children will use a system so as to inform the teacher how well they believe they achieved the learning objectives:

 - I have not attained many of the success criteria and would like support.

 - I have attained enough of the success criteria to build on my understanding - the child to say what it is they would like to look at.

 - I have attained most, if not all the success criteria.

Younger children will only draw faces.

Include written comments appropriate to their development levels.

Presentation

1. Encourage children to begin work on the left of the page by the margin.
2. Teach and encourage the use of a ruler.
3. Encourage appropriate use of squares in maths books, 1digit per square
4. Encourage correct letter formation, develop to a Cursive handwriting style with appropriate use of ascenders and descenders.
5. Correct use of capital letters, full stops, etc. at the appropriate stage.
6. The date on the left hand side of the page will be underlined and written as :

for English, LAC work:

Monday 8th November, 2018

for Maths work

8.11.18

7. Rule under completed work.
8. Pupils to use a pencil and ruler to draw a straight line through any work that is a mistake or needs to be restarted.
 9. LO's and SC in letter join and for Year's 2-6 size 11
 10. LO's AND SC's in Primary Sasoon Nursery and Year 1

Marking and marking codes

For children working at EYFS level

Codes

AD- Adult Directed

GW- Guided Work

I - Independent

Teacher comments

Pink smiley face is for good work.

Green comment is for letter formation/number formation as appropriate.

Black is for annotation by adult describing how the work was completed.

For children working at Year 1 level

Codes

GW- Guided Work

WS- with support

I - Independent

VF- Verbal feedback

Pink smiley face is for good work and a praise comment like 'good'.

Green will have:

Remember . (full stops)

Remember ABC (capital letters)

Remember 👁👁 (check your sentence makes sense)

Remember 🖐 (finger spaces)

Remember on the line

As appropriate, high frequency word errors will be picked out but no more than 3 to practise at the bottom of the page.

Orange self-assessment marking will be continued when marking mental maths and in writing activities for high frequency words learnt.

For children working at Year 2 level

Codes

GW- Guided Work

WS- with support

I - Independent

VF- Verbal feedback

Pink - brief positive comment.

Green - Remember your....

As appropriate, high frequency word errors will be picked out but no more than 3 to practise at the bottom of the page.

Orange self-assessment marking will be developed when marking mental maths and spellings and punctuation in writing (when appropriately ready).

For children working at Year 3 level

Codes

GW- Guided Work

WS- with support

I - Independent

VF- Verbal feedback

Pink -Positive comment linked to Learning Objective.

Green - Next step marking that may need on occasion a child's response.

High frequency word errors will be picked but no more than 3 to practise at the bottom of the page.

Orange self-assessment marking will be introduced when marking mental maths and spellings and to edit work of simple errors beginning to look at better word choices.

For children working at Year 4-6 levels

Codes

I = Independent work

GW = Guided Work

WS = With Support

Pink -Positive comment linked to Learning Objective.

Green - Next step marking that may need on occasion a child's response.

High frequency word errors will be picked but no more than 3 to practise at the bottom of the page.

Orange self-assessment marking will be developed when marking mental maths and spellings and to edit work of simple errors beginning to look at better word choices.

Purple - Peer assessment

PEER AND SELF ASSESSMENT

(For Year 4 -6)

Giving an improvement suggestion:

Children's response to the comments

Peer assessment

For peer assessment, the same concept of identifying areas of strength and those to develop will be used. This may be written or oral and children will use the following two simple phrases:

- **WWW**- What Went Well
- **Ebi** - Even better if

Signed: Simon Shaw
Headteacher

Signed: Ruth Wharton
Chair of Governors

Caring, Educating, Succeeding