The Lantern School
Assessment and Marking Policy

The Lantern Community Primary School adoption and Policy review

Signed on behalf of the school:

Signature:         Head teacher: Mr Paul Baddeley

Signature:         Subject Leader

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Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
**Assessment And Marking Policy**

**School Philosophy**
The Lantern Community Primary School is an inclusive school. The prime aim of our school is to give each of our children the opportunity to develop their own potential through knowledge, experience, understanding and awareness of good moral values. We feel that this can best be achieved by laying the foundations of a balanced education.

**General Statement**
At the Lantern School we encourage the highest possible standards of achievement.
Through our assessment procedures we will raise pupil achievement and improve the learning process of all pupils, irrespective of ability, gender or race.
Assessment for learning is central to classroom practice at the Lantern school.

“If we think of our children as plants...summative assessment of the plants is the process of simply measuring them. The measurements might be interesting to compare and analyse, but in themselves, they do not affect the growth of plants. Formative assessment, on the other hand, is the garden equivalent of feeding and watering the plants—directly affecting their growth.”

Shirley Clarke “Unlocking Formative Assessment” (2001)

**Aims**
Our aims in assessment and marking are:
- To help children learn and improve
- To help children understand what they can do and what they need to do to develop their learning.
- To provide feedback for teachers
- To evaluate the effectiveness of teaching
- To help parents to be involved in their children’s progress
- To help inform target setting

**Objectives**
- Assessment will be both formative and summative
- Assessment for learning (formative assessment) happens all the time in the classroom and is central to our teaching and learning
• Assessment of learning (*summative assessment*) involves judging pupil’s performance against national standards
• An important aspect of assessment for learning is the formative use of summative data
• Assessment for learning is central to classroom practice at the Lantern school

**Planning:**
• Teacher’s planning must clearly show the learning objective.
• Learning objectives must be shared with pupils at the beginning of the lesson, and reviewed at the end of the lesson.
• Plans must be evaluated with reference to the learning objective.

**Marking and feedback**

We give feedback:
• To identify, check and monitor children’s progress.
• To take children a step further in learning / extend their learning.
• To improve confidence / motivation and self-esteem in pupils / to encourage pupils.
• To provide evidence through formative and summative assessments
• To aid planning.
• To recognise achievement.
• To value children’s work.
• To identify children who need help/more challenging work.
• To identify the kind of help needed.
• To involve parents more directly in children’s progress.
• To help with reporting.
• To maintain and raise standards.
• To involve children in reviewing their own work and future targets.
• To inform others of progress.
• To set future pupil targets.

In our classrooms marking and feedback will be effective when we:
• Have practice, which is consistent throughout the school and in line with the overall policy on assessment, recording and reporting.
• Provide *constructive* and positive feedback to pupils about their work promptly and regularly.
• Include both oral and written feedback where appropriate.
• Response will focus on the learning objective and **criteria for future success**.
• Ensure the pupils understand their achievements and **know what they need to do next** to make progress.
• Use the information gathered to adjust future plans.
• Regularly review our policy for marking, making sure it is understood by new members of staff and that our practice continues to reflect school policy.

Marking and feedback will be carried out in the following ways:

**Oral**
Whilst we recognise the importance of the following practice of written marking to encourage and motivate children in their work, we also recognise that oral feedback is equally important.

**Written**
Written feedback will take place as soon as possible after the piece of work is completed.
TAs will feedback verbally to the teacher or make a written comment on ‘post its’ on a child’s piece of work, if appropriate, about work completed with that TA. They may also mark and initial work that they have carried out with a guided group. They will then show the class teacher.

Development points will be set regularly in Writing. These will be completed by the children and then reviewed by the teacher.

Frequency of marking – We will acknowledge every piece of work appropriately. Marking will be an oral or written response focused on the learning objective. If a piece of work is not marked by the class teacher (e.g., a supply teacher or a student) that person should put their initials and a date at the end of the piece of work.

We aim to produce marking which is positive, informative, constructive and sympathetic, without ignoring difficulties. It must be relevant to the learning objective, involve the child and include targets. It will refer to the learning objective, but may also state what needs to be improved and how this can be achieved therefore extending the children’s learning. It must have positive benefits for both pupil and teacher.

The notation used for written marking is set out in Appendix 1.

**Peer and self assessment:**
• Once pupils understand how to assess their current knowledge they are clearer about how to help themselves progress.
• From the Foundation Stage self-evaluation is gradually introduced. To begin with we will simply ask: “What are you most pleased with about your learning?” Further questions are added each year. These are taken from “Unlocking Formative assessment” by Shirley Clarke (p41)
• Staff model that it is acceptable to “get stuck” as it helps the teacher to know how to help and what help is needed.
• Peer assessment can be effective because pupils can clarify their own understanding of the learning objective and assessment criteria while evaluating other pupils work.
• It must be managed carefully in order that pupils do not become de-motivated.

Observation for Assessment
• In the Foundation stage assessments are ongoing and are based on observations of the child in action. Records of these observations are kept in each child’s individual learning journey.
• Photographic evidence can be kept when appropriate.
• This good practice in observation can be used to enhance assessment in Key stage 1 and 2.

Summative Assessment
Summative Assessment takes place after the teaching and learning and establishes what a pupil can do at that time.
This will include:
• Foundation Stage Profile
• Termly or half-termly teacher assessments
• End of Key Stage assessments

Evidence and tracking pupil progress
We use Target Tracker to record our assessments. Assessments are described in terms of Bands (which link to Year Groups) and Steps.

Literacy
Foundation Stage
Summative assessments will be made using the areas of Literacy on the Foundation Stage Profile. These will be reported half termly. Writing assessments will be carried out three times a year, one in each term.
**Key Stages 1 and 2**

**Reading**
Reading assessments will be reported half termly to the Assessment Leader who will then report to the Senior Leadership Team.

The reported assessment will be the outcome from the Rising Stars half termly Reading Assessment.

**General**
The PM Benchmark Kit (in the staffroom) also enables teachers to carry out an assessment of a child's reading if extra assurance is required.

**Writing**
Writing assessments will be reported termly to the Assessment Leader who will then report to the Senior Leadership Team.

Children will complete an extended piece of writing to form the main focus for assessment each term. This will help teachers to gather evidence about the child’s attainment in writing, but the assessment given for writing will also be informed by other written work across the curriculum that the child has completed.

Teachers will be able to give input at the start of the Assessed Writing activity, to stimulate children's ideas. However, the Assessed Writing itself will be carried out by the children independently, so that a true picture of their level in writing can be obtained. The latest Government guidance on 'independent' writing is that it can be produced with reference to word banks, and following feedback from peers and teachers.

Assessments of children’s writing will be made using the Assertive Mentoring New Curriculum Descriptors or the P-scale descriptors if appropriate.

A whole school writing moderation will be carried out each term. This will help us to ensure that as a whole staff we have a clear understanding of the progression in writing across the school.

**Maths**
Assessments in Maths will be reported at least termly to the Assessment Leader who will then report to the Senior Leadership Team. (KS1 and 2 and Foundation Stage).
**Foundation Stage**
Summative assessments will be made using the areas of Mathematics on the Foundation Stage Profile.

**Key Stages 1 and 2**
At least once a term, teachers will report the current assessments of their children in Maths to the Assessment Leader. The teacher assessment will be based on the outcome of the Assertive Mentoring Stage Tests.

**Management**
The role of the Assessment Leader
- Review and monitor assessment procedures
- Attend relevant courses and arrange inset for colleagues.
- Keep up to date with local and national developments relating to assessment.
- Update the policy document as necessary
- Work alongside staff to support if required.
- Relay findings to the Governors Curriculum Committee and to staff.
- Ensure that statutory assessment materials are collected and stored appropriately.
- Oversee input of data onto Target Tracker

**Special Educational Needs and Disability (SEND)**
Assessment and progress of pupils with SEND will be tracked using their APDR targets (Assess, Plan, Do, Review) as well as termly tracking grids (The Inclusion Leader and Assessment Leader will undertake monitoring of assessments.) The Head teacher and Deputy Head will support staff in monitoring SEND pupils against other significant groups to ensure they make good progress.

**Equal Opportunities**
At the Lantern School we are committed to ensuring as far as possible that there is equality of opportunity in all areas of the curriculum.

**Monitoring and Evaluation**
The monitoring and evaluation of the assessment policy is the responsibility of the Assessment Leader who is responsible to the Head Teacher and the Governors.
Review
This policy will be reviewed every 2 years or in the light of changes to the legal requirements.

Appendix 1

Notation for Written Marking

Teachers need to make judgements about the appropriate use of these symbols depending on the age of the children.

The LO symbol will be underlined with a green/amber/red highlighter to indicate the success in the lesson.

NP or // new paragraph

? what do you mean?

O indicates in writing a piece of punctuation is missing or incorrect.

O indicates in maths where an error has been made.

∧ you have missed out a word or phrase.

C Corrected
S Support given
I Independent work
G Guided work
VF Verbal feedback
P Partner or paired work

R:_____ Resource used to support some learners
(eg. R: number square/TA)
**Maths Feedback**

**Reception**
Where appropriate one error will be highlighted by the teacher in **amber**, during a guided session, and the child will correct it immediately, this may be associated with number formation, a calculation, a measurement etc.

**KS1**

**Green highlighter** = showing a good understanding

😊 by child at end of each session if they feel confident in their understanding. (Green)

😊 by child at end of each session if they feel less confident in their understanding. (Amber)

😊 by child at end of each session if they feel unconfident in their understanding. (Red)
These faces should be no bigger than a 10p piece.

**KS2**
All children will complete the smiley face self-assessment as KS1.

**General**
The school has adopted the Mastery approach to the teaching of Mathematics. Therefore it is expected that ‘next steps’ identified during a particular lesson will form the basis of the following day’s teaching. This supersedes the previous approach of setting development points for individual children. However, individual children will still be given appropriate feedback as required in order to help them make progress.

Any incorrect spelling of key mathematical vocabulary should be underlined in blue and then the children will need to write the correct spelling into their personal dictionaries.
Literacy Feedback

Reception
Where appropriate one error will be highlighted by the teacher in **AMBER**, during a guided session, and the child will correct it immediately, this may be associated with letter formation, a spelling, punctuation etc.

KS1
On extended pieces of work (at least once every two weeks) teachers will complete highlighting as set out below:
- **Green** for word or sentence level work which shows key elements of the text type or success criteria.
- **Amber** for word or sentence level work which requires development relating to the text type or success criteria.

After a ‘big write’ the children should also use the smiley face self-assessment as stated above.

**Daily Spelling mistakes**
Two spelling mistakes (core vocabulary) need to be highlighted in each piece of literacy work (where applicable) in amber, the children then need to write those spellings into their personal dictionaries.

**Success Criteria**
During extended pieces of writing, success criteria linked to the current curriculum Band need to be displayed. During self-assessment at the end of the lesson the children identify the criteria that they think they have met. Teachers will refer to these in their marking and comment on any other criteria that they think they have also been met.

KS2
On extended pieces of work (at least once every two weeks) teachers will complete highlighting as set out below:
- 3 x **Green** for word or sentence level work which shows key elements of the text type or success criteria.
- 1 x **Amber** for word or sentence level work which requires development relating to the text type or success criteria.

The teacher may explain the reason for the highlighting at the end of the piece of work if required.

After a ‘big write’ the children should also use the smiley face self-assessment as stated above.

**Daily Spelling mistakes**
Three spelling mistakes (core vocabulary) need to be underlined in **blue** for each piece of literacy work and the correct spelling written in the margin. The children then need to write those spellings into their personal dictionaries.

**Success Criteria**
During extended pieces of writing, success criteria linked to the current curriculum Band need to be displayed. During self-assessment at the end of the lesson the children identify the criteria that they think they have met. Teachers will refer to these in their marking and comment on any other criteria that they think they have also been met.