



**Uffculme Primary School**

# **Assessment for Learning (including marking)**

Approved by HT &SLT on: October 2017

Next review date: October 2018

## Assessment for Learning Guidelines

Key characteristics of assessment for learning

1. Use effective questioning techniques:-
  - Asking questions as an element of assessment can be used to develop understanding, e.g. "Can you find 2 or more numbers that make 50?" – but time needs to be built in for pupils to make a response;
  - Giving children questions at the end of a piece of work helps to take the learning further - but children need to be given the time to respond/follow up the teacher's suggestions;
  - Creating a teacher-child dialogue within the classroom environment to embed effective feedback within lessons.
  - Teachers planning will reflect the questions being asked of children.
  
2. Use marking and feedback strategies:-
  - Giving "ways forward" makes the learning individual to the child;
  - Sharing information about the curriculum with pupils and explaining what they need to move from one level to another will improve attainment; Pupil conferencing to be given time within a lesson - through verbal feedback stampers, with children responding to the teachers comments;
  - Comments should be as constructive as possible and teachers need to be aware of the impact of comments, marks and grades;
  - For effective learning, the learner needs to understand what they are trying to achieve. Success criteria needs discussing, in terms that the learner can understand using the learning objectives for either lesson or sequence of work; traffic light system for self-assessment needs to be specifically taught; KS1/KS2 differences will be evident; a more visual system will be in place for SEN children; objective-led assessment criteria will be developed according to lesson and age group.
  - It is more effective to move away from comments that are not related to the learning intention of the task (e.g. "Try harder and join up your writing") towards feedback that helps a child improve in the specific activity;
  - Giving praise is motivating.
  
3. Share learning goals:-
  - Discussing the learning objective, or explaining the task and asking the children what they think the learning objective is for the lesson is a powerful way to ensure they recognise the difference between the task and the learning intention.
  
4. Strategies for making learning objectives explicit and remembering to do it:-
  - Writing the activities for the day/week on the whiteboard etc. with the learning objectives alongside them, (using the literacy learning wall or bricks on the numeracy wall) so they are a constant reminder to children;

- With younger children, reminding them throughout the purpose of the learning;
  - Asking children to remind you if you forget to tell them the learning intention.
5. Peer assessment;-
- Peer assessment is very effective – children giving other children constructive advice as to how they could improve their work;
  - Peer marking can be very effective because a child can clarify his/her own ideas while marking another child's work.
  - Children will be able to mark spellings, mental maths work and calculations using this approach ( in a different colour to answers they've given)
6. Self-assessment is effective because;-
- It enables learners to reflect on their own work;
  - The learner can admit to problems without risk to self-esteem.

A set of questions to train children to become self-evaluative;-

- What did you find easy?
- What did you find difficult? Where did you get stuck?
- What helped you get out of difficulty? (Was it something a friend said or did, something the teacher said or did, something you did yourself or something you did with a piece of equipment?)
- What do you need more help with?
- What are you most pleased with?
- What have you learnt?
- How would you change this activity for another group /class?
- Do you have any questions?

### **Guidelines**

- Always share lesson objectives/targets – these need to be written in the format of an 'I can ... ' statement at the top of each piece of work
- Assess/mark against the lesson objective to gauge the child's capability with a tick against the LO if achieved.
- Success criteria for writing may be used as a tool for assessment, particularly during longer pieces of work. This will vary according to the children's needs.
- Where teachers have made comments in books showing children how to improve, it is important that children have the time to read and reflect. This could be for a couple of minutes at the beginning of the next lesson or as a morning task the next day.
- Written comments linked to the learning intention act as record of achievement and form part of their assessment record - a verbal feedback system is in place with a child writing the feedback that has been given to them, with this forming the next step for them in their learning.

## **Marking guidelines**

Effective assessment depends on an agreed approach to marking children's work which is implemented consistently throughout the school.

### ***Purpose***

- The marking system reflects the value given to all children's work;
- A consistent approach to marking will ensure that children, teachers and parents know what to expect;
- Marking is sensitive to the effort that has been made by the child and is sympathetic to the child's capabilities;
- Marking is constructive and, where possible, will give a clear indication to the child, parent and teacher regarding what has been achieved/done well/what is to be the next target for attention.
- Objectives for writing and maths will be displayed in the classroom (in a standardised way across the school), with the key objectives identified by a star. Objectives for reading will be written onto a learning wall (A4 size) and kept in the class guided reading file to refer to during guided reading sessions.

### ***General Guidelines for Marking***

- Marking should try to reflect the objectives of the lesson;
- Written comments under a piece of work will be constructive;
- Marking will lead the child on in some way to improve his/her work;
- Marking may reflect the effort that has been given to the piece;
- Where possible, work will be marked alongside the child;
- Exceptional achievement, relative to a child's ability, will be acknowledged by sending a child with the piece of work to be rewarded by the Head teacher or to be awarded a house point;
- Throughout children's work, corrections will be made over poorly-formed letters or careless errors (using the agreed marking codes)
- A child's work should be marked in green by the teacher;
- A child will respond to teacher's feedback using a blue colour.
- Time should be made available each day (e.g. during registration time) for children to read the marking comments and have time to reply.

Specifics of marking practice will be consistent within each class but will differ between key stages. This will reflect changing teacher expectations, learning needs of the children and progression in learning.

### ***Self-Assessment Codes to be used for children when marking their own work***

- A traffic light system operates whereby the children can code their own work as either;-
  - Green - I understand this work and achieved my learning objective
  - Amber – I am beginning to understand
  - Red – I need further help
- Children need to be trained to use this system effectively as they need to respond not according to how they feel about their learning but whether they felt they have achieved the learning objective or not.

### ***Peer Marking in Key Stage 2***

In Key Stage 2 children are given the opportunity to peer mark their work. Discuss the criteria for a good piece of work first (otherwise children tend to focus on spelling and handwriting) then encourage children to make one constructive either verbally or a written comment in their peers' books – as a minimum, aim for one opportunity per term.

### ***Teacher's Marking of teaching sequences in English***

The marking for English will be in line with the talk for writing sequences that are currently in place in school. Each term children should be covering fiction, non-fiction and poetry genres. There will be 1 elicitation (cold) task per unit to be marked (apart from poetry) at a deep level using the marking code criteria and next step pencil targets to be set and given to children. Invent (hot) tasks will take place at the end of the unit and do not need to be deep marked but will follow the marking code and be marked against pencil targets.

Elicitation (cold) → Story Map/Emersion → Innovate/Invent → Invent

One piece of cross-curricular work will also be deep-marked each half term. One positive should be topic/science related and the other should be linked to their current targets. No next step is required but the writing may help inform your next target for the child.

All evidence to be uploaded onto SPTO.

All objectives will be on display in each classroom with the key objectives identified by a star. Each child can refer to their next steps by using this whole class display. Classroom observation sheets will be used for marking against the objectives for each child/group (Appendix 1). These will be updated as and when learning has taken place with this being loaded at least half termly within the school's assessment tracking system.

Targets set for the children to improve their writing should be written in child speak. The target for the child will be the learning objective for each lesson with next steps given through the teacher's feedback. Time will be given at the beginning of each day during morning work or when appropriate for children to respond to the teacher's feedback in their marking.

## ***Teacher's Marking of Maths***

To encourage the children to display a deeper level of understanding in their maths, developmental marking will be used. This will be reflected through the use of a directed question, in response to a child's work, with the type of question acting as the next step within their learning. A verbal feedback stamp may also be used by the teacher with the expectation that the child annotates for themselves the feedback that was given. Planning will reflect the types of question to be used as well as those written in the children's books. There will be an expectation to use this at least once in a half term with this being dependent on the objectives being taught within the blocks of work.

In all marking, it is important to be sensitive to a child's individual needs in learning, as the purpose of marking is to develop a child's learning and set targets for improvement. With this purpose in mind, staff will need to use their own professional judgement in following the guidelines and the policy.

### ***EYFS Marking procedures to include:***

- Making a correction over spelling of key words (according to individual needs; i.e. not to be over-used);
- Re-writing work for child to copy again; or acting as a scribe for what a child has written through verbal feedback
- Writing above words that are unreadable;

Appendix 4 contains the marking codes to be used in books for Literacy and Maths.

### ***KS1 Marking Procedures to include:***

- Drawing a line below incorrect spelling of 3 – 4 key words (on a page). The child will be expected to find a correct spelling and uses the 'look, cover, say, write, check' method for further practice;
- A line below a particular letter or part of a word could be used to indicate a mistake;
- In Y2, the correct word could be written underneath;
- For a non-key word, the teacher writes the correct word above it if it is totally unreadable, or asks the child to have another, more careful, attempt at the word;
- A squiggly line ~~~ or question mark will be used next to a passage that does not read correctly;
- For punctuation mistakes/omissions, a box  will be used to show punctuation mistakes or omissions and misuse of capital letters.
- In Maths, tick if the answer is correct, a dot if the answer is incorrect.

Appendix 5 contains the marking codes to be used in books for English and Maths.

### **KS2 Marking Procedures to include:**

- A line below a particular letter or part of a word could be used to indicate a mistake; up to a maximum of 6 spelling errors per page, focusing on high frequency words. The child sometimes will be expected to find the correct spelling using a word source or dictionary and writes it underneath their work. In some cases, a child might need more teacher guidance to find the correct spelling; e.g. the first letter or sound of a word could be given;
- A squiggly line ~~~ or question mark will be used next to a passage that does not read correctly;
- A box  will be used to show punctuation mistakes or omissions and misuse of capital letters.
- In Maths, tick if the answer is correct. A dot if the answer is incorrect with the expectation that the child goes back to the piece of work and corrects the work. It is important to discourage the child from rubbing out the wrong answer and writing in the correct one so that the correction can be checked against the original answer.

Appendix 6 contains the marking codes to be used in books for Literacy and Maths.

Each class will display the marking guidelines for the children so that all are aware of the system used in school.

### **Pupil progress and attainment tracking**

Uffculme Primary School use a system called School Pupil Tracker Online (SPTO) for children's progress and attainment in school. We use a detailed tracking option which is set against the new primary curriculum objectives and record data each half term. Tracking points are used to assess progress. The system calculates progress based on age-related expectations over time, prior expectations and the depth of a child's learning to track which children are making the right amount of progress through the new depth-orientated National Curriculum. Learning walls for objectives in English and Maths are used to identify learning objectives for children and the next steps in their learning. Day-to-day in-school formative assessments using resources generated through SPTO are used to gauge depth of learning (the mastery of the curriculum) and coverage of the curriculum. We aim to stretch our children by differentiating through depth of learning activities to ensure they maintain and improve on their application and independence skills over time. Children are also assessed using summative testing such as STAR reading tests using the Accelerated reading scheme, No-nonsense spelling tests, weekly mental maths tests and termly PUMA maths tests. Statutory testing takes place using baseline criteria in the EYFS, the Year 1 Phonics Screening Test and Standard Assessment Tests (SATs) in Year 2 and Year 6. The assessment cycle in Appendix 2 details what is in place in school over an academic year. Appendix 3 gives further guidance to teaching staff on the assessment tasks for children's progress and attainment.

## Reporting Progress and attainment to parents:

Arrangements for parents are in place to discuss their child's achievements, general progress and attendance record annually in addition to the following reporting arrangements;

Autumn Term	Spring Term	Summer Term
Parent consultations after half term	Parent consultations after half term	Parent consultations <b>on request</b> in last week of school term
Document: Mid-term report format reflecting learning behaviours and setting targets for the rest of the term (proformas on cloud)	Annual school report after half term generated on SPTO (apart from EYFS)	Snap shot report generated in SPTO with attendance added, apart from EYFS which will be a full report.

## Assessment Cycle

The school's annual assessment cycle and procedures for tracking progress and attainment are detailed in Appendix 2 and 3.

## Overall Self-Evaluation Planning

Self-evaluation is a process not an event with the purpose to raise standards. If it is to work it has to be manageable, have a sharp focus and specific intent. Self-evaluation requires the school to focus on those things that make a difference over time and to set in place procedures which encourage the school to take a regular and systematic look at the quality and impact of its work and assess its overall effectiveness.

All members of the school have a role to play in successful self-evaluation – pupils, staff, governors and parents and everyone's voice is worthy of consideration.



### Overall Performance

<b>Aut</b>	<b>Spr</b>	<b>Sum</b>	Evaluation of:	School Performance and Headteacher's objectives
			Purpose	Review performance
√	√	√	Key Personnel	Head, Executive Head and Governors
			Leading to:	New objectives and target setting

<b>Aut</b>	<b>Spr</b>	<b>Sum</b>	Evaluation of:	SEF – the school's current self-evaluation statement to be updated termly.
			Purpose	Position statement to gauge overall performance and issues
√ <b>Sep</b>	√ <b>Jan</b>	√ <b>Apr</b>	Key Personnel	Headteacher, senior management team, subject leaders, Chair of Governors with copies for all of the staff
			Leading to:	School performance evaluated, priorities identified

<b>Aut</b>	<b>Spr</b>	<b>Sum</b>	Evaluation of:	RAISEONLINE.
			Purpose	To ascertain previous attainment, look at trends, agree areas of development
√			Key Personnel	Headteacher, Senior Leadership team, teaching staff and Governors
			Leading to:	Further consideration of appropriate interventions and trends

<b>Aut</b>	<b>Spr</b>	<b>Sum</b>	Evaluation of:	School Improvement Plan including curriculum action plans
			Purpose	To gauge impact in terms of pupil achievement and agree new priorities
		√	Key Personnel	Headteacher, senior management team, governors, subject leaders.
			Leading to:	New SIP

<b>Aut</b>	<b>Spr</b>	<b>Sum</b>	<i>Evaluation of:</i>	The whole school through a parents'/carers' questionnaires, pupil questionnaire and stakeholder (staff questionnaire) (2 yearly cycle)
			<i>Purpose</i>	To gauge opinion and utilise findings for next SIP.
	√		<i>Key Personnel</i>	All parents; Governing Body
			<i>Leading to:</i>	The consideration of changes and improvements where required.

### **Quality of Teaching and Learning:**

<b>Aut</b>	<b>Spr</b>	<b>Sum</b>	<i>Evaluation of:</i>	Teaching and learning
			<i>Purpose</i>	To judge quality through Headteacher monitoring via learning walks
√	√	√	<i>Key Personnel</i>	Headteacher and SLT (senior leadership team)
			<i>Leading to:</i>	Feedback to improve the quality of the teaching and formulate ways to increase pupil learning.

<b>Aut</b>	<b>Spr</b>	<b>Sum</b>	<i>Evaluation of:</i>	Subjects through auditing of resources, compilation of co-ordinators files and portfolios
			<i>Purpose</i>	To gauge standards and consistency, effectiveness of resources, update policies
√			<i>Key Personnel</i>	Subject leaders to prepare short report for Headteacher for governors' report
			<i>Leading to:</i>	Targeted continuous professional development of staff where required, purchasing of new resources

<b>Aut</b>	<b>Spr</b>	<b>Sum</b>	<i>Evaluation of:</i>	Subjects through work scrutiny
			<i>Purpose</i>	To gauge standards, links to planning and subject development
	√		<i>Key Personnel</i>	Subject leaders giving written feedback to teachers, Headteacher and eventually onto governors via headteacher's report.
			<i>Leading to:</i>	Clearer ways forward in the subject leading into the next curriculum action plan/curriculum target

<b>Aut</b>	<b>Spr</b>	<b>Sum</b>	<i>Evaluation of:</i>	Subjects through discussion with pupils
			<i>Purpose</i>	To gauge standards, links to planning and subject development
		√	<i>Key Personnel</i>	Subject leaders giving written feedback to teachers, Headteacher and eventually onto governors via headteacher's report.
			<i>Leading to:</i>	Clearer ways forward in the subject leading into the next curriculum action plan/curriculum target

<b>Aut</b>	<b>Spr</b>	<b>Sum</b>	<i>Evaluation of:</i>	Governors' link subjects/aspects
			<i>Purpose</i>	For governors to gain greater insight into key subject areas
	√		<i>Key Personnel</i>	Teachers with relevant link and governors
			<i>Leading to:</i>	Governors have an informed understanding, leading to clearer decision making

***Pupil Attainment and Progress:***

<b>Aut</b>	<b>Spr</b>	<b>Sum</b>	<i>Evaluation of:</i>	Class data showing children's termly attainment and progress in English and maths
			<i>Purpose</i>	To enable pupil progress to be tracked effectively and suitable provision be provided
√	√	√	<i>Key Personnel</i>	Headteacher, Assessment co-ordinator plus relevant subject leaders
			<i>Leading to:</i>	Appropriate interventions in place and challenging targets set.

<b>Aut</b>	<b>Spr</b>	<b>Sum</b>	<i>Evaluation of:</i>	Pupils Progress and Target Setting meetings
			<i>Purpose</i>	Making secure judgements about the standard of pupils' work and targets for improvement through moderation with colleagues
√	√	√	<i>Key Personnel</i>	Head, SLT, English and Maths Leaders

			<i>Leading to:</i>	Accurate and consistent assessments between staff, pupils making expected progress and aware of next steps
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<b>Aut</b>	<b>Spr</b>	<b>Sum</b>	<i>Evaluation of:</i>	Progress of children receiving interventionist support.
			<i>Purpose</i>	To gauge effectiveness of intervention work in terms of pupil achievement and progress
√	√	√	<i>Key Personnel</i>	Headteacher, SENCO, teachers
			<i>Leading to:</i>	Decisions regarding implementation for the next academic term, reorganising of groups where necessary

<b>Aut</b>	<b>Spr</b>	<b>Sum</b>	<i>Evaluation of:</i>	Children with additional needs (SEN children)
			<i>Purpose</i>	Review pupil progress and agree new objectives on IEPs
√	√	√	<i>Key Personnel</i>	SENCo, teachers, teaching assistants, pupils, parents (to sign)
			<i>Leading to:</i>	Decisions regarding implementation for the next academic term, reorganising of groups where necessary; pupils making expected progress and aware of next steps

<b>Aut</b>	<b>Spr</b>	<b>Sum</b>	<i>Evaluation of:</i>	Pupil Premium Children/ Target children
			<i>Purpose</i>	Review pupil progress and agree new objectives
√	√	√	<i>Key Personnel</i>	Head teacher, SLT, teachers, teaching assistants
			<i>Leading to:</i>	Pupils making expected progress and aware of next steps

**Performance Management:**

<b>Aut</b>	<b>Spr</b>	<b>Sum</b>	<i>Evaluation of:</i>	Performance Management of teachers
			<i>Purpose</i>	Judge quality, professional review and observe classroom practice

√	√	√	<i>Key Personnel</i>	Head; SLT
			<i>Leading to:</i>	Set objectives and interim review in spring term.

<b>Aut</b>	<b>Spr</b>	<b>Sum</b>	<i>Evaluation of:</i>	Performance Management of TAs
			<i>Purpose</i>	Judge quality, professional review and observe classroom practice; Celebrate success and provision is determined for future developments
	√	√	<i>Key Personnel</i>	SLT with feedback to Head.
			<i>Leading to:</i>	New SIP and setting targets

***Behaviour and Attendance:***

<b>Aut</b>	<b>Spr</b>	<b>Sum</b>	<i>Evaluation of:</i>	Behaviour and Attendance
			<i>Purpose</i>	To gauge standards and ensure consistently high levels; to monitor persistent absentees
√	√	√	<i>Key Personnel</i>	Headteacher, SLT, Governors, class teachers
			<i>Leading to:</i>	The consideration of changes and improvements where required.

- Appendix 1: Example of a classroom observation sheet for literacy
- Appendix 2: Yearly cycle for assessment procedures
- Appendix 3: Staff Guidelines for collation of evidence for progress
- Appendix 4: EYFS marking codes to be used in books for Literacy and Maths.
- Appendix 5: KS1 marking codes to be used in books for Literacy and Maths.
- Appendix 6: KS2 marking codes to be used in books for Literacy and Maths.