



Acorn House

Primary Assessment & Marking Policy KS1 - KS2

KS1 – KS2 Assessment & Marking Policy

Rationale

Marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Teachers follow consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

Evidence of our response to children's work can be found recorded in books and on display, but much of Key Stage 1 work is practical and much response is verbal. A great deal of verbal praise is given. We use our judgement as professionals in a constructive way when working with young learners to take them forward.

Aims

- To assist learning
- To provide information for assessment
- To encourage, motivate, support and promote positive attitudes
- To inform planning
- To promote higher standards
- To correct errors and clear up misunderstandings
- To recognise achievement, presentation and effort
- To provide constructive feedback
- To show pupils that we value their work
- To allow pupils to reflect on their past performances and to set new targets together with the teacher.

Objectives

At Casa Ghianda marking:

- Is constructive
- Is related to needs, attainment and ability
- Is related to specific targets and learning objectives which are shared and made clear to the pupils in advance
- Follows consistent practice throughout the school
- Ensures that pupils know how well they are doing and what they need to improve to make further progress
- Provides pupils with opportunities to assess their own work and that of others
- Is positive and constructive with appropriate praise given.
- Sets targets for children to ensure pupil motivation and involvement in progress
- Encourages a dialogue between teacher and child

Teaching and Learning

This policy reflects and reinforces the aims that marking will assist learning by motivating, highlighting and target setting. Thus, reinforcing what the children have learnt and identifying the next steps.

Broad Guidelines

- Work will not always be marked in detail, but it will be checked. This simply indicates that work has been seen and can be done as the teacher moves around the room.
- Work is marked as quickly as possible, i.e. same day or next day.
- Homework is marked as rigorously as class work.
- Care is always taken to preserve the integrity of pupils' work.
- Marking includes verbal and written feedback.

- Marking can sometimes be done in the classroom with the child or a group.
- Children are encouraged to evaluate their own and other's work, using the marking ladder in written work in KS2
- Self-marking – this includes 'smiley faces' and the 'traffic light' system.
- Responding to teachers' comments is a skill and children will be set clear targets in these comments.

Rewards

In accordance with our Behaviour Policy teachers establish their own reward systems, appropriate to the age and needs of the children in their class. These may be in the form of stamps, stickers and certificates. Smiley faces etc. may also be used by individual teachers.

The whole school awards system is also used to reward achievement during whole school assemblies.

Planning and Assessment

Marking informs planning and provides information for assessment.

Corrections support the child's learning and we remember that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking. Teachers use their professional judgment when deciding how many corrections to mark.

Teachers may plan to mark groups of work, so that they can focus on developing particular objectives with targeted groups.

Marking is for the direct benefit and improvement of the children's work.

Marking is therefore undertaken by the teacher to inform the child of the progress they are making and targets they need to work towards.

Agreed Code

Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child a common marking ladder will be useful.

The following code will be used in **every Key Stage 2 classroom** so that all children are aware of the meaning of the various markings.

Key Stage 1 teachers will use the code as an aide memoire as appropriate to the age of the child.

Comments are written whenever possible, giving targets for future work.

SP Spelling error in spelling tests (Child self-corrects) – Rec – Yr 2 teacher will write correct spelling below.

0 around mistake for spelling /punctuation error in independent writing

g in margin to show grammatical error in independent writing

^ Omission

// Start new paragraph

X Incorrect (if a whole page is wrong e.g. maths then the teacher would stop marking and speak to the child)

✓ Correct

? This doesn't make sense/read again

- Child does single line through middle of a word spelt wrong.

Writing marking ladder

The marking ladder is used to mark literacy in KS 2 and shows that the work has been assessed by a peer, then checked by the teacher. Boxes marked green show the objective was met, orange that the objective was partly met, and red that the objective was not met.

| PA | | TA |
|----|---|----|
| ● | Connectives used to help story flow | ● |
| ● | Hero's actions, thoughts and feelings are mentioned | ● |
| ● | Powerful adjectives and verbs used | ● |
| ● | Satisfactory ending | ● |
| | Targets: review myth endings | |

Example marking ladder for writing a myth

Time is given to pupils to reflect upon marking to ensure that they benefit from it. They are also given the opportunity to discuss their work with the teacher.

Marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of children's achievement that feeds into future planning. It is also a very effective medium for providing feedback to children about their progress.

Formal marking

For the benefit of reports and clear indications of a child's learning progress and achievement a grading system is used by the teachers. The system goes from A – D as follows:

A – the child has easily achieved the learning objectives and is on a high level of achievement.

B – the child has achieved the learning objectives independently and is on an average level of achievement.

C – the child has achieved the learning objectives, needing minimal support at times.

D – the child has needed support in order to achieve the learning objectives.

Monitoring of assessment

The school director's role includes the monitoring of child assessment. During regular meetings teachers will be asked to produce evidence of achievement and assessment.

Revised Date: June 2016

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To be revised: Autumn/Winter Term 2018