



MARKING & ASSESSMENT POLICY

SUMMARY

At Holly House we believe marking should provide constructive feedback to every child, focussing on success and improvement against learning objectives. Marking is a fundamental element of the assessment of pupil's work, helping them become reflective learners and to close the gap between current and desired performance. Marking refers to the interaction between staff and pupil with both written and verbal comments. Assessment takes a longer term view and is the judgement of where a pupil is at a given time with the evidence to back this up.

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Introduction

This policy will:

- Promote high quality marking throughout the school
- Provide an approach to marking that is both manageable and effective
- Standardise the school's approach to marking
- Promote reliable assessment of the progress made by pupils
- Make it clear when assessments are due and how they will be used to measure progress

Aims

Effective marking should:

- Provide a dialogue between teachers and pupils
- Give pupils clear strategies on how they can improve their work.
- Provide a tool for teacher assessment – diagnostic, formative or summative
- Help the teacher to evaluate teaching and inform planning
- Be part of the target setting process
- Positively reinforce pupils' achievement
- Allow specific time for pupils to read, reflect and respond to marking where appropriate

Setting out work

Consistency is key – it is important that pupils follow the same rules in all subjects.

Where pupils use exercise books –

- Learning objectives are written or stuck in all pupil books for all lessons.
- Learning outcomes are differentiated – not the same for all pupils.
- Each piece of work has a date and a title – pupils should be encouraged to write these. (But not necessarily for every lesson)
- Rulers should be used to underline dates and titles.
- Drawings and diagrams should be done in pencil.
- Pupils who are absent from the lesson or do not do any work should still have objectives in their books and comment written explaining why they were not there.
- Lessons where no work is done in books should still have objectives in and marking comments added as to their contribution/involvement in the lesson.

Where pupils use folders/worksheets –

- There is a clear record of learning outcomes for each pupil for each lesson recorded in individual folders. (there is a proforma for this)
- Each piece of work has a date and a title – pupils should be encouraged to write these. (But not necessarily for every lesson)
- Rulers should be used to underline dates and titles.
- Drawings and diagrams should be done in pencil.
- Pupils who are absent from the lesson or do not do any work should still have objectives in their folders and comment written explaining why they were not there.
- Lessons where no written work is done should still have objectives and marking comments as to their contribution/involvement in the lesson in their folders.

Practical subjects where there is little or no written work –

- There should still be learning objectives.
- These should be recorded for each pupil for every lesson and assessment comments written.
- Pupils absent or refusing to take part in lessons should still have objectives and appropriate comments recorded.

Marking

Marking procedures

- A purple pen should be used on pupils' work to write marking comments. The code WWW (What went well) should be used for this.
- A purple pen should be used on pupils' work to write improvement comments. The code EBI (Even better if) should be used for this.
- VFG can be written on work where Verbal Feedback is Given along with a note as to what was said.
- Pupils will be invited to add their own comments as a part of Self-assessment.
- Stamps and stickers can be used as appropriate.
- Teachers will use feedback from marking to inform future targets and planning.
- Wherever possible, marking will be related to a clear learning intention, which has been shared with the children.
- Incorrect spellings may not always be corrected: only technical vocabulary or high frequency words which the child is expected to know will be marked.
- Marking will celebrate success whenever possible in order to raise self-esteem and encourage all children to work to their full potential.

- Sometimes a piece of work will be marked with a single tick that shows that it has been completed successfully. This is particularly appropriate for pieces of work which are designed to allow children to practice and consolidate learning.
- Some work may be given a rating linked to the Rainbow Assessment System (RAS) in a way clearly understood by pupils.
- A particularly successful piece of work may be awarded a merit which will be recorded on their merit sheet
- Stickers can be used on work where appropriate.

Frequency of Marking

- Literacy and Numeracy work must be marked after each lesson in order to inform next steps.
- Marking should take place soon after the work has been completed and handed back as soon as possible
- Marking can take place during the lesson alongside the pupil, providing immediate feedback
- Distance marking should be returned before the next session of that subject
- Long-term projects may be marked and assessed on completion – pupils need to be told this in advance, but feedback comments should still be given after each session.

Holly House School makes use of the following forms of marking/feedback:

Verbal feedback

Staff recognises the importance of pupils receiving regular oral feedback especially with pupils who lack the literacy skills or motivation to read written comments. Staff will initially talk to the child about how they have met the learning outcome and then question the pupil about a specific part of the work. This may be to correct a pupil's understanding or to extend the pupil's learning. The work will then be initialled as illustrated in the marking guidelines.

Written marking and feedback - Summative feedback/marking

This usually consists of ticks and dots for mistakes and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the pupils, as a class or in groups.

Formative feedback "Closing the Gap" Marking

This should be used when the learning outcome has not been reached and the child requires structured support to progress. Teachers focus on both successes against the learning intention and improvement needs.

When “Closing the Gap”, teachers:

- Read the entire piece of work
- In purple, tick correct answers or examples where the specific learning objectives have been met. Identify errors or mistakes, add positive comments.
- In Purple, identify how the work could be improved (in relation to the learning objectives and success criteria) and add a focused comment which should help the pupil to ‘close the gap’ between what they have achieved and what they could have achieved.

Useful closing the gap comments are:

- a reminder prompt: Remember to...
- a question prompt: How you think the dog felt?
- a scaffold prompt: The monster was so angry that he....
- Modelling: The dog was so surprised that he did something never to be forgotten.

In order for the marking to be formative, the information must be used and acted on by the children. Therefore, when work has been marked, time is planned in a future lesson for the children to read the prompt and make an improvement. Support staff should have an input in this as Holly House Pupils will not necessarily understand and act on comments unprompted. There should be a minimum of one piece of work per week marked with response time needed. When response time is given, it is best that very specific guidance is given e.g. list 5 adjectives that could improve this, describe the character using three adjectives in a sentence, re-write the highlighted sentence using correct punctuation. This is particularly relevant to subjects that involve literacy, but all subjects will need to look at how this is interpreted in their area.

Teachers must model this process so that pupils are clear what the different markings in their books means and what is expected of them when they respond. If a group of children have the same issue, then the subsequent lessons will address the issue rather than marking.

How do pupils evaluate their own learning?

- At Holly House School, pupils always have learning objectives given for the lesson at the start. At the end of lessons and part way through, the children are asked to look at their work and see whether they have met the objectives
- Teachers also sometimes provide specific or generic success criteria checklists for children to either tick as they work or when they have completed a piece of work i.e. marking ladders.
- Pupils may also write a comment or use signs/symbols on their work concerning their understanding to let staff know how they feel about the work.

Self-Marking

Older pupils are often encouraged to self-evaluate by identifying their own successes and looking for an improvement point. The plenary may then focus on this process as a way of analysing learning. Teachers with More Able groups are encouraged to enable pupils to come up with success criteria.

Shared Marking

Teachers may sometimes use one piece of anonymous work to mark as a class on the whiteboard. This enables the teacher to model the marking process and teaches particular points at the same time.

Paired Marking

At Key stage 2/3, pupils sometimes mark narrative work in pairs. The following points are important:

- Pupils need to be trained to do this through modelling with the whole class, watching the paired marking in action.
- Ground rules should be decided as a class and adhered to.
- Pupils should identify things that match the success criteria and then suggest a way to improve the piece but only against the learning intention.
- Encourage dialogue between the pupils rather than one being the 'teacher'.

Assessment

This is the process of collecting evidence of where a pupil is at either in terms of Grades or Levels. It should not normally be based on a single test or assessment piece, but be a judgement based on an accumulation of evidence over a period of time. Each subject area will have its own criteria for assessment and will apply these consistently and in a way that can be communicated to pupils, other staff and ultimately parents/carers as required.

When?

- ❖ On Entry – Key Stage 1 levels if available
- ❖ On Entry – Our own assessment – Entry Assessment Profile.
- ❖ September – A check of starting points in all subject areas in relation to Rainbow Assessment System.
- ❖ At the end of topics/projects – a check on how well they have done
- ❖ End of January – half yearly progress check
- ❖ At the end of June/start of July – End of year progress check

What?

- ❖ End of topic tests/exams
- ❖ Spelling Tests

- ❖ Reading Assessments
- ❖ CAT testing in Y7
- ❖ Numeracy Testing
- ❖ Pupil self-assessments
- ❖ Criteria referencing against NC statements as part of RAS.
- ❖ Work in books and in Folders assessed against learning objectives as part of RAS
- ❖ SATs exams at end of Y6
- ❖ Standardised externally available tests
- ❖ NC progress tests

Throughout the year staff should be monitoring pupils against their targets based on the Rainbow Assessment System (RAS). This will be based on learning objectives being met through differentiated teaching and scored as:

- 1 = Engaging – not yet experienced this or just been introduced to it
- 2 = Emerging – got some idea of this objective and practiced it maybe with support
- 3 = Embedded – has learned and understood this objective

This will generate progress scores that will be evaluated against individual targets each term (3 times a year)

Twice a year, in January and July, the Key Stage Coordinator will ask all subject teachers for levels/grades for all pupils. These will be collated and fed back to staff who should then ensure that all pupils are made aware of their assessment and the targets they are working towards in the next 6 months. All assessment data will be published each year and presented to Governors along with a detailed analysis. Updates on pupil progress will be given at each Governors Meeting.

Monitoring and Review of this Policy

The head teacher is responsible for the implementation of this policy. The Key Stage Manager will inspect work samples to ensure the policy is implemented. SLT will monitor marking and assessment through work scrutiny, learning walks and analysis of pupil progress throughout the year. The Marking and Assessment Policy will be reviewed by ELT and Governors every 3 years or as required.

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Review cycle	Every 3 Years		<i>(or sooner if required)</i>
Approved by Governors	December 2018	Minute no.	
Signed			Date
CHAIR OF GOVERNORS	HEAD TEACHER		
Revised (minor)	January 2019		
Signed			Date
CHAIR OF GOVERNORS	HEAD TEACHER		
Reviewed/Revised			
Signed			Date
CHAIR OF GOVERNORS	HEAD TEACHER		
Main signed copy of this policy/procedure kept in Governors folder in main office <i>(as detailed in the Holly House Policies Policy)</i>			