

CRICK PRIMARY SCHOOL

Assessment and Marking Policy

Assessment is an integral part of the planning, teaching and learning cycle. It is a continuous process based upon the considered interpretations of Early Learning goals and the National Curriculum's Level Descriptors. It is a systematic process to be carried out in accordance with this policy.

Types of assessment

Formative: This is ongoing assessment carried out by teachers both formally and informally during a unit of work e.g. spelling tests, marking of work, etc. The results of formative assessment have a direct impact on the teaching materials and strategies employed following the assessment. Results and observations of formative assessments are also fed back to pupils and noted by teachers.

Summative: These occur at defined periods of the academic year such as pre-determined SATS tests or at the end of units of work in Numeracy, Science or Literacy. Summative tests help teachers make best-fit assessments year on year.

Self: Pupils are encouraged throughout the school to assess their own work. This is done in an age-appropriate manner and achieved in an informal way. E.g. a teacher may ask a class/group to show by thumbs up, down or in between how confident they felt about the learning intention, smiley faces are used, E/M/H for easy, medium, hard. The results directly feed into the teachers' planning

Assessment in action

An assessment is an on-going process; teachers use their professional judgement and expertise to identify formative assessment opportunities. The techniques of observation, questioning, marking, reporting and evaluating are essential to the teaching/learning process. Teachers in their short and medium term plans will identify key assessment opportunities.

Assessment Evidence

Each class teacher is responsible for maintaining formative assessment material. Subject leaders are required to keep a portfolio of written, ICT generated or photographic evidence of a range of pupils' work. Summative assessments are administered throughout the year, recorded and kept in the Class pupil tracking file and by the HT centrally.

- October and April: Salford Sentence reading tests and Holborn reading tests are administered by Mrs. J Halstead to whole school. Results: individual reading ages. Reported to parents 2x year
- October and April: Vernon spelling tests administered by class teachers. Results: individual spelling ages. Reported to parents 2x a year
- October and Mar/Apr: one writing and one numeracy assessment administered by class teachers. Results: individual NC levels (not YR). Reported to parents in Progress reports Autumn and Spring terms
- May: National assessment tests for Y2, Y6, administered by class teachers but following statutory guidelines. Optional QCA tests for Y3, 4, 5 administered by class teachers. Results: National Curriculum levels. Reported to parents in end of year report.

Monitoring and Evaluation of Assessment

It is the role of the school's assessment subject leader to oversee the implementation of this policy.

Marking

Marking is a form of assessment which should inform both teacher and pupil. It should be seen as the culmination of a discrete teaching process and the beginning of a new one by the teacher while for the pupil it should be an assessment of performance, skill development and understanding. Whenever possible, marking should be sensitively but critically approached by both teacher and pupil in the knowledge that it has positive outcomes for both.

For pupils, marking demonstrates that as teachers we are interested in and value their effort. It enables us to praise and confirm achievement against success criteria or to identify areas to improve. (2 positives and 1 improvement point).

For the teacher, marking enables an evaluation of the content or skills taught and the method of teaching. It informs future planning, ensuring continuity, progression and differentiation.

Every pupil is entitled to have his/her work marked by the teacher concerned. Sensitive marking means that any marks should reflect the learning intentions, the standards of presentation we expect and the co-operation we wish to foster throughout the school.

Implementation

- Pupils prefer their work to be marked in a contrasting colour to the one they have used
- Teachers should explain to pupils what they will be marking for i.e. specific learning intention
- At the end of KS1 and in KS2, pupils should be given the tools/strategies to mark their own/peers' work
- Always try to mark with the child present. Children should be encouraged to spot their own mistakes and be given the opportunity to correct/improve them
- Comments should reflect the learning intentions of the work e.g. good understanding of simile
- Teachers will tick on occasion to acknowledge that they have seen the work
- Some of the marking done with the child is oral and should involve a mixture of praise, constructive criticism and teaching points. Suitably expressed, neatly written comments also provide evidence that marking has taken place and may serve as reminders to the child. Any teaching points for the future should be noted.
- If a child is asked to correct, check, change or re-organise any aspect of their work then teachers must ensure that this is done and that the outcome is satisfactory to both
- Where marking cannot be done in the conventional way, teachers should create opportunities for evaluation to take place through performance, displays, photos or sharing time.
- Throughout the school children should be given guidance and opportunity to evaluate their own achievements and understanding and their peers

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