

Assessment, Marking & Presentation Policy



SEPTEMBER 2022

Introduction

We believe that effective assessment provides information to improve teaching and learning and we plan the assessment opportunities into our whole school Curriculum and Assessment Map and into each lesson taught. We give our children regular feedback on their learning in a variety of different ways so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. Our pupils are expected to present their work in a way which reflects both respect and pride in their work.

Assessment

At Gravenhurst Academy, we use a combination of formative and summative assessment as outlined below:

Formative Assessment (Assessment for Learning)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individual
- track the child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support.

Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

Summative assessments:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age standardised information
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future

Assessment and Monitoring Timeline

Senior Leadership produce a Curriculum Assessment and Monitoring Timeline on a yearly basis which outlines when summative assessment activities take place and this should be referred to in conjunction with this policy. Teacher's input class data at three termly 'Assessment Points'.

Assessment and Recording in the Early Years Foundation Stage

Focus Activities

During focus activities teaching staff write comments on the child's work, often identifying the level of support needed or if the work was done independently. If appropriate, next steps are also identified. Children are encouraged to comment on their work and next steps are also discussed with the children in child friendly terms.

Learning Journeys

These are again, put together through Target Tracker. When a photo and an observation is uploaded they form part of the child's learning journey. We also keep work in subject specific books such as "phonics and literacy" and "maths". They provide key evidence in support of the profile points, which provides a record of attainment for each child.

Assessment and Tracking

Data is recorded within the Target Tracker EYFS Area.

Target Tracker Codes

b beginning

b+ beginning plus

w working within

w+ working within plus

s secure

s+ secure plus

- At each assessment point staff review all the statements in the Development Matters age group band the child is working within as black (not yet achieved), red (partially achieved), blue (fully achieved). They should use the NOFAN guidance in Appendix 1 to assist them when deciding to what extent a child has achieved a statement.

- Once they have input the statement data, teachers use this information to report where a child is working within each band, for each aspect of learning. They should use their professional judgment to do so, considering the following information:

- That a 'beginning'/beginning+' child will have about 0-40% of statements highlighted blue

- That a 'working within/working within+' child will have about 40-80% highlighted blue.

- That a 'secure' child will have about 80-100% highlighted blue.

- That a 'secure +' child will have a number of objectives highlighted red or blue in the above band or may be starting to work on their Early Learning Goals (ELGs)

- That some children may have some objectives in the band above highlighted and that their forward progress should not be suppressed by a few missing elements of the band below

- That no child is the same and all teachers should exercise their professional judgment and when in doubt discuss judgments with colleagues in an open and supportive manner

- Teachers and EYPs may begin to document progress towards Early Learning Goals on Target Tracker from February.
- The Foundation Stage Leader and Teachers in the EYFS are expected to know the areas of strength and weakness of various children and groups at each Assessment Point by using the reports within Target Tracker throughout the year, in conjunction with the Assessment Leader, and plan activities accordingly.

Baselines

Early Years Practitioners will baseline all children entering Foundation Stage against the National Baseline materials.

End of Foundation Stage Profile

All pupils at the end of the Foundation Stage will be assessed against the Early Learning Goals. The outcome will either show emerging or expected for all 17 areas and this profile will be reported to parents. In addition, Characteristics of Learning will also be reported to parents.

Phonics

There is a whole school phonics tracking system which tracks a child's understanding in the four main areas of phonics: grapheme-phoneme correspondence, segmenting, blending and spelling. Teachers and Early Years Professionals are expected to know and understand where a child is in respect to each of these four areas and use this to plan phonics sessions and other learning opportunities.

Assessment and Recording in Key Stage One and Key Stage Two

- Teachers use assessment for learning (AfL) to provide on-going assessment, through the use of focused marking and/or observations of children's work against 'I Can Statements' and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.
- Teachers use Target Tracker's Steps and Statements on an on-going basis to record progress and to identify next steps for learning in speaking and listening, reading, writing, Maths and Science.
- Annotated plans and planning notes made by class teachers and other adults involved with each child record other important information about the progress of children in the class.
- A termly pupil progress meeting is used for staff to review data and action plan for children in danger of falling behind.
- The SEND School Profile is updated termly by the SENDCo and Intervention monitoring set up to ensure that children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly.

Assessment and Tracking

Data is recorded within the Target Tracker Steps and Statements area

Target Tracker Codes

b beginning

b+ beginning plus

w working within

w+ working within plus

s secure

s+ secure plus

- At each assessment point staff review all the statements in the band the child is working within as black (not yet achieved), red (partially achieved), blue (fully achieved). They should use the NOFAN guidance in Appendix 1 to assist them when deciding to what extent a child has achieved a statement.
- Once they have input the statement data, teachers use this information to report where a child is working within each band, for each aspect of learning. They should use their professional judgment to do so, considering the following information:
 - That a 'beginning'/beginning+' child will have about 0-40% of statements highlighted blue
 - That a 'working within/working within+' child will have about 40-80% highlighted blue, some of which should be Key Performance Indicators
 - That a 'secure' child will have about 80-100% highlighted blue, with all of the Key Performance Indicators highlighted blue
 - That a 'secure +' child will have a number of objectives highlighted red or blue in the above band or may be working on extension, enrichment or application work
 - That some children may have some objectives in the band above highlighted and that their forward progress should not be suppressed by a few missing elements of the band below
 - That no child is the same and all teachers should exercise their professional judgment and when in doubt discuss judgments with colleagues in an open and supportive manner.
- The Key Stage One and Key Stage Two teachers should have an assessment folder on laptops which contains:
 - A Tracker for Reading, Writing and Maths which show which step a child began the year at, their current progress and where they are now
 - An attainment summary which includes their current target
 - Points Progress Reports which show the relative progress of vulnerable and specific groups
 - The Phonics Tracker (KS1)
 - Any other relevant assessment data which the teacher wishes to include
 - The Data Analysis Sheet for the previous term
 - Children's highlighted statements are not expected to be in this folder but may be kept there if the teacher wishes

Target Setting

- Class Teachers and the Head Teacher set expected Bands and Steps for each child to reach at the end of the academic year. We need to have a meeting in the Autumn to update and adjust the target tracker goals as set automatically. This should be the first pupil progress meet. We should look at the groups of children such as girls, boys, SEN etc.
- The current stage of a child's progress towards their objectives should be printed at each Assessment Point and stuck in the inside cover of their books using the Pupil Summary Steps Report, ensuring that the 'Pupil Friendly Statements' button is selected and that the 'Term Assessed' and 'Achieved Year Group Colour' boxes are both selected.

Phonics

There is a whole school phonics tracking system which tracks a child's understanding in the four main areas of phonics: grapheme-phoneme correspondence, segmenting, blending and spelling. Teachers are expected to know and understand where a child is in respect to each of these four areas and use this to plan their phonics sessions and other learning opportunities.

Sharing targets with children

Class teachers to ensure the children know their current learning targets for at least English and Maths. This can be done through marking, discussion or explicit (yet sensitive) displays.

Moderation

- EYFS, Reading, Writing and Mathematics are moderated within Key Stage teams at least termly, and usually more frequently.
- Staff from the school moderate EYFS, Reading, Writing and Mathematics work with at least one school within BEST twice a year.
- Staff from the school moderate EYFS, Reading, Writing and Mathematics work with at least one school outside of BEST once a year.

In addition to internal moderation and external moderation with other local schools there is the expectation that all teachers will attend the Local Authority moderation event annually.

Presentation

All work will have:

- The date, e.g. Monday 12th January 2015 (for English) or 12.1.2015 (for other subjects).
- The "I Can..." statement.
- The work for that lesson. If work is not of the written kind a photograph or a sentence could be inserted to explain what was done or where the work can be found. This can be written by either an adult or the child, as appropriate.
- After each piece of marked work, children will use a ruler to rule off underneath the work, ready to begin the next piece.

Children will:

- Use a sharp pencil for all Mathematical work and any drawing

- Use either a pencil or (if they have been awarded a Pen License) a pen (not biro) for any writing
- Only use a rubber for mistakes in drawings, tables or graphs
- Put a single, ruled line through any errors
- Use a sharp green coloured pencil or pen for any editing or peer marking

All adults will:

- Use a legible handwriting style which models that of the school's cursive style
- Mark in any colour except green, with a suitable pen
- Initial the work they mark if it has not been marked by the class teacher
- Indicate the level of support given to the child: S for support by the I can statement if the whole piece of work was supported OR S by the relevant paragraphs/ sentences or equations.

What teachers should look for:

- Appropriate use of exercise book pages.
- Pride in work and neatness
- Quality of handwriting
- Evidence of self-checking and editing
- Underlining with a ruler (from Y2)
- Letter and number formation
- Spacing
- Punctuation

Teachers know their own pupils and what constitutes sufficient and well-presented work for that child. Where work is not sufficiently well presented, it should not be accepted and the child should be expected to complete this work again. This could be during class time or break or lunch time. If the work is being completed at break time or lunch time the child should not be expected to miss more than twenty minutes of their free time.

Marking

Our marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular- where possible work should be marked in time for the next time that lesson will be taught, although it is acknowledged that for longer pieces of writing and on meetings' evenings, this may not be possible
- Allow specific time for the children to read, reflect and respond to marking

- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
- Provide information for the teacher on the success of the teaching
- Relate to the 'I can'/success criteria of the work set, e.g. science should be marked mainly for the science content, not the punctuation.
- Be consistently followed by teachers and TAs across the school in line with the Effective Marking and Feedback policy
- Use the agreed Marking Code (See Appendix 2) to correct errors that go beyond the learning objective
- Positively affect the child's progress.

Marking and Feedback Strategies

There are a set of marking codes and symbols which all teachers and children will use when marking work (please see Appendix 2).

Self-Assessment

Beginning in Key Stage 1, every child should self-assess their work with a RAG rating, next to the I Can statement, or in some cases the individual success criteria. Children can also write a commentary which states where they think they have done particularly well or which areas in particular they think they need to work on. This should be modelled with the children:

e.g.

'I think I can add three digit numbers together as long as I don't have to carry'

OR

'I need to work on using better verbs how the Martian moved'

NOT

'I can add'

OR

'I need to use better words'

Marking Colours

Marking colours should be used for every piece of work.

Green - all I Cans or all aspects of one I Can met

Orange/Amber - some I Cans or some aspects of one I Can met

Red - did not meet I Can

Teachers should be careful to review the number of green/yellow/red markings given as too many green pieces of work may indicate that work is too easy and too many red may indicate that work is too difficult. Teachers should also note if a child's RAG rating tallies with the teacher's own marking.

Verbal Feedback

This means the discussion of work and direct contact with the child. This is especially appropriate with younger, less able or less confident children. The teacher will still use the appropriate marking codes and may also choose to write a short sentence summarising the discussion.

Peer Marking

From Key Stage 1, children are encouraged to support each other and feedback on how they have done with their learning. Children should be given the opportunity to act as response partners and pair mark work. Children should be trained to do this and ground rules set and displayed, such as listening, confidentiality, etc. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria.

Success Criteria Checklists

Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

e.g.

	Poetry	
Pupil	Objective	Teacher
	I can invent impossible ideas	
	I used my senses to describe	
	I used a repeating pattern or line	
	I used alliteration to create surprising combinations or humour	
	I used my observations in my work	
	I used my words to create a pattern or shape on the page	

What could I do to improve my poetry next time?

Quality Written Feedback

Marking which takes place away from the child and gives opportunity for further analysis and reflection on children' progress in learning. The marking should always refer back to the learning objective and/or success criteria or a child's targets.

- Marking is based on the principles of what went well (indicated by a star *) and even better if (indicated by a sideways arrow →) written on the appropriate part of the work.
- Written comments should also be indicated with a * if they are a what went well comment or an → if they are an even better if comment.

Types of Even Better If Prompt:

- Reminder prompt – the simplest form of prompt and refers back to the learning objective/success criteria
- Scaffold prompt – provides further support. This may take the form of a question or a short cloze procedure
- Example prompt – this is the most detailed support and gives children examples from which to choose

Examples of Even Better If Prompts:

I can use adjectives to describe

Reminder prompt:

You have described what your monster looks like. Can you use adjectives to tell me more about what type of monster he is?

Scaffold prompt:

What kind of monster was he? Change 'bad' for a word which makes him sound scarier.

He was a monster. With teeth like.....

Example prompt:

Instead of the word 'bad' you could use:

- Terrifying
- Ferocious
- Spine-chilling

I can identify the calculation needed to solve a problem

Reminder prompt:

You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.

Scaffold prompt:

3 bags of sweets at 25p each. Instead of $25+25+25=$ You could do $25 \times ? =$

Example prompt:

6 bricks at 10cm high. Instead of the repeated addition you could try multiplication $6 \times 10 =$ or $10 \times 6 =$

Points to Consider

When distance marking, the following should be taken into consideration:

- Can the children read and understand the comments or have the comments been explained?
- Are comments spelt correctly?
- Has the school handwriting policy been followed when writing comments?

Pupils Response to marking

All pupils will write their initials next to the teacher's to show that they have read and understood it. If they either cannot read or cannot understand it, they ask for help before they write their initials. As children progress through the school, they may also write a comment about their marking.

EYFS

Early Years will follow the elements of the marking policy where appropriate for the children in their care. The school believes that as soon as they are able, EYFS children should have worked mark in a similar (if simplified) way to the rest of the school. EYFS Professionals may choose to write a more extended commentary on certain pieces of work for their own and other professionals' purposes.

Workload

The school recognises that it may not always be useful or necessary to write detailed feedback for every piece of work. Sometimes a sticker and a simple what went well or even better if comment is sufficient. Therefore, the following guidance is provided:

English	Read every child's book (focusing on the work you are reviewing) <ul style="list-style-type: none">• Ask students to hand in their books on the last page they wrote on• Look for common errors and note down what needs re-teaching• Note important spellings
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	<ul style="list-style-type: none"> • Note those students who need praise <p>Whole Class Feedback</p> <ul style="list-style-type: none"> • Decide what to reteach • Be aware of cognitive load • Maximum of 3 key things <p>You might well have some 'outliers' that don't fit in. That's fine: speak to them one on one If you want to ask a question or write a comment to one or individual pupils, then do so.</p>
Mathematics	<ul style="list-style-type: none"> - One piece of Mathematics work per week should have quality feedback. - Use of quality feedback for other work should be at the teacher's discretion.
Science and Other Subjects	<ul style="list-style-type: none"> - One piece per half term of Science per half term should be given quality feedback. - - Use of quality feedback for other work should be at the teacher's discretion.

Where a teacher provides more Quality Written Feedback than the above, this would be looked at during Performance Reviews as evidence of outstanding marking.

Editing Independent Writing

Once the independent writing process is over, it is important pupils are given space and time to edit their work. Pupils need to be aware that there are different ways they can improve their writing.

E1 Edit: The Revise

Edit Type 1: These are often "little" adjustments or changes and tend to fall into one of these categories.

Spelling

Missed or additional words

Punctuation

E2 Edit: The Rewrite

Edit Type 2: This is crucial and particularly for primary age pupils' thinking needs to be attached to sentence rewrites. A rewrite would be appropriate if a sentence doesn't make sense, could be restructured or generally improved.

E3 Edit: The Reimagine

Edit Type 3: This is when a writer wants to add more sentences to develop an idea further. Pupils are often resistant about adding more as it presents the problem of where to fit additional sentences. This is an ideal opportunity to train pupils to use 'editing flaps'.

Editing flaps are extra pieces of paper that stick onto their writing and show the additional sentences added into their work.



Monitoring and Review

All teachers are responsible for monitoring the implementation of this policy. The Principal ensures that the policy is being implemented across the school.

This policy has been written by Simon Sharp on behalf of the governing body (adapted by staff and the Principal September 2022) and upon their recommendation approved and will be reviewed on a triennial basis.

Appendix 1: NoFan Guidance

When assessing children against the Development Matters or National Curriculum Statements it is important to make accurate judgments. Here is something to help you decide. The colours link to target tracker.

Never Seem to have no knowledge of any aspect of the statement, even when directed.


Often When directed by an adult they can complete a task to a satisfactory level.

Frequently Sometimes directed, sometimes independently they can mostly achieve the statement well.

Always In a number of contexts, without prompting they achieve a good result.

Naturally Complete tasks independently to a high standard in a variety of contexts.

Appendix 2: Marking Code

*	What went well
→	Even better if
Green	You understand this work well
Orange	You understand some of this work
Red	You aren't sure about this work
✓	This is correct
.	This is incorrect. Correct your work.
Sp or Sp x__	Spelling Mistake (no more than 3 per piece of work) Copy out correct spelling __ x (written in margin). Look up if not given
↔	Letter, or number facing the wrong direction Write your letter or number the right way around
~~~~ (Wiggly Line)	Does this make sense? Reread and correct your work
<u>TuEsdAy</u> (letter underlined)	Incorrect use of upper or lowercase letters Use the correct upper or lowercase letters.
^	Missing word Read your work and add the missing word.
PU	Missing punctuation Find out what the missing mark is and write it down.
ABC	Missing capital letters
.	Missing full stops
	Missing 'finger' spaces
/	/ Space needed Remember to leave a space in between each word.
//	// New paragraph needed Use a new paragraph.
Date?	No date on work Write the date on your work.
I Can?/Title?	No I Can/title on work Write the I Can/title on your work.
Presentation?	Poor presentation Please repeat.
VF	Verbal Feedback My teacher has talked to me about my work
D.T.	Initials of TA or another teacher if my class teacher didn't mark my work
S	I had some help from an adult
I	I did this work independently
P	I did this work in a pair
G	I did this work in a group
@	Too little work this lesson



