

Graveley Primary **School**

**A Church of England
(VC) School**



Assessment for Learning and **Marking Policy**

Summer 2018
To be reviewed Summer 2020

Rationale

Assessment for learning is the process of identifying what the learner has or has not achieved in order to plan the next steps in the teaching or learning. It involves using assessment in the classroom to raise pupils' achievement and is based on the idea 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.

This policy has been updated with reference to the 'Eliminating Unnecessary Workload Around Marking' document (March 2016).

Aims

At Graveley Primary School we aim to:

- make a judgement about a child's attainment based on knowledge gained through techniques such as observation, questioning, marking and testing.
- help children develop positive attitudes to work.
- provide an accurate picture of every child's achievement and progress.
- show children how they are going to make the next steps of improvement and greater attainment.
- provide assessment information for use with the whole class, groups within the class and individuals.

Principles of Assessment for learning

Effective assessment for learning involves:

- the sharing of learning goals/objectives with pupils.
- helping pupils know and recognise the criteria for success.
- providing feedback and marking that helps pupils to identify how to improve.
- pupils learning self-assessment techniques to discover areas they need to improve.
- the use of effective questioning to assess progress.
- both the teacher and pupils reviewing and reflecting on pupils' performance and progress and setting targets for improvement.
- recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

Formative and Summative Assessments

At Graveley Primary School we recognise that:

- Assessment for learning is formative assessment.
- Assessment of learning is summative assessment and involves judging pupils' performance against age-related expectations.

Key characteristics of assessment for learning

1. Sharing Learning Objectives.
2. Clear success criteria-written or verbal.
3. Using consistent feedback and marking strategies-(see Appendix A Marking Scheme).

4. Pupil self assessment, peer self assessment and peer marking.
5. Using effective questioning.
6. Target setting.
7. Non-negotiables.

1. Sharing learning goals/objectives

Pupils will be taught to recognise the difference between a task and its learning objective (separating what they have to do from what they will learn).

To involve pupils fully in understanding learning outcomes teachers may:

- explain clearly the reasons for the lesson or activity in terms of the learning objectives.
- share the specific success criteria with pupils - verbally or written.
- help pupils to understand what they have done well and what they need to develop.

Looking at a range of other pupils' responses to the task set can help pupils understand how to use the assessment criteria to assess their own learning.

2. Clear success criteria-written or verbal

Success criteria may be evident in:

- planning.
- written form in a pupils book-copied or stuck in.
- visual form on a teachers whiteboard/working wall.
- a verbal explanation to a class/group/individual.

Success criteria will link directly to the learning goal or intention-it is separate from the lesson content or activity, it relates more to the skills, concepts, knowledge of an activity.

3. Feedback and Marking

Pupils benefit from opportunities for formal feedback through group and plenary sessions.

Giving feedback involves:

- oral - making time to talk to pupils and teaching them to be reflective about the learning objectives and about their work and responses.
- Self marking - pupils will be encouraged to see for themselves what they need to do to improve and discuss it with the teacher.
- Peer assessment - Focusing on the learning intention of the task.

Feedback enables pupils to understand the strengths and weaknesses demonstrated in their work. Marking or oral feedback explain what the next steps should be. Pupils make achievements by building on previous performance.

Characteristics of effective feedback

- Feedback is most effective when it confirms that pupils are on the right track and when it stimulates correction or improvement of a piece of work.
- Suggestions for improvement should act as 'scaffolding', i.e. pupils should be given as much help as they need to use their knowledge. They should not be given the complete solutions as soon as they get stuck and should learn to think things through for themselves.
- Pupils should be helped to find alternative solutions if repeating an explanation leads to failure.
- Feedback on progress over a number of attempts is more effective than feedback on one attempt treated in isolation.
- The quality of dialogue in feedback is important- oral feedback equally as effective as written feedback.
- Teachers and support staff will encourage children to ask for help and the ethos of the school will encourage them to do so.

Teachers and support staff will mark according to the school Marking Policy (Appendix A).

4 Self assessment and evaluation

Opportunities for self assessment and evaluation may be evident in planning or may be used during lessons when relevant. Once pupils understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves to progress.

Pupils will be taught what they need to learn and why, and then actively assess their understanding, gaps in their own knowledge and areas they need to work on.

Peer assessment

Pupils will be encouraged to clarify their own ideas and understanding of both the learning objective and the assessment criteria while marking other pupils' work. Self-assessment is an important tool for teachers.

5 Using effective questioning

Teachers may:

- use questions to find out what pupils know, understand and can do.
- analyse pupils' responses and their questions in order to find out what they know, understand and can do.
- use questions to find out what pupils' specific misconceptions are in order to target teaching more effectively.
- use pupils' questions to assess understanding.

Consideration of how a question is phrased will be based on

- the age of pupil/cohort.
- the thought processes pupils need to go through.
- the language demands made on pupils.
- the extent to which pupils reveal their understanding.

- the number of questions needed to make an assessment of pupils' current understanding.

Types of questions may include;

- how can we be sure that...?
- what is the same and what is different about...?
- is it ever/always true/false that...?
- how do you...?
- how would you explain...?
- what does that tell us about...?
- what is wrong with...?
- why is...true?

6. Target Setting

Teachers set targets for individual pupils based on the Herts for Learning assessment resources. These are input on AM7 and reviewed/updated termly.

Pupils will be given opportunities to:

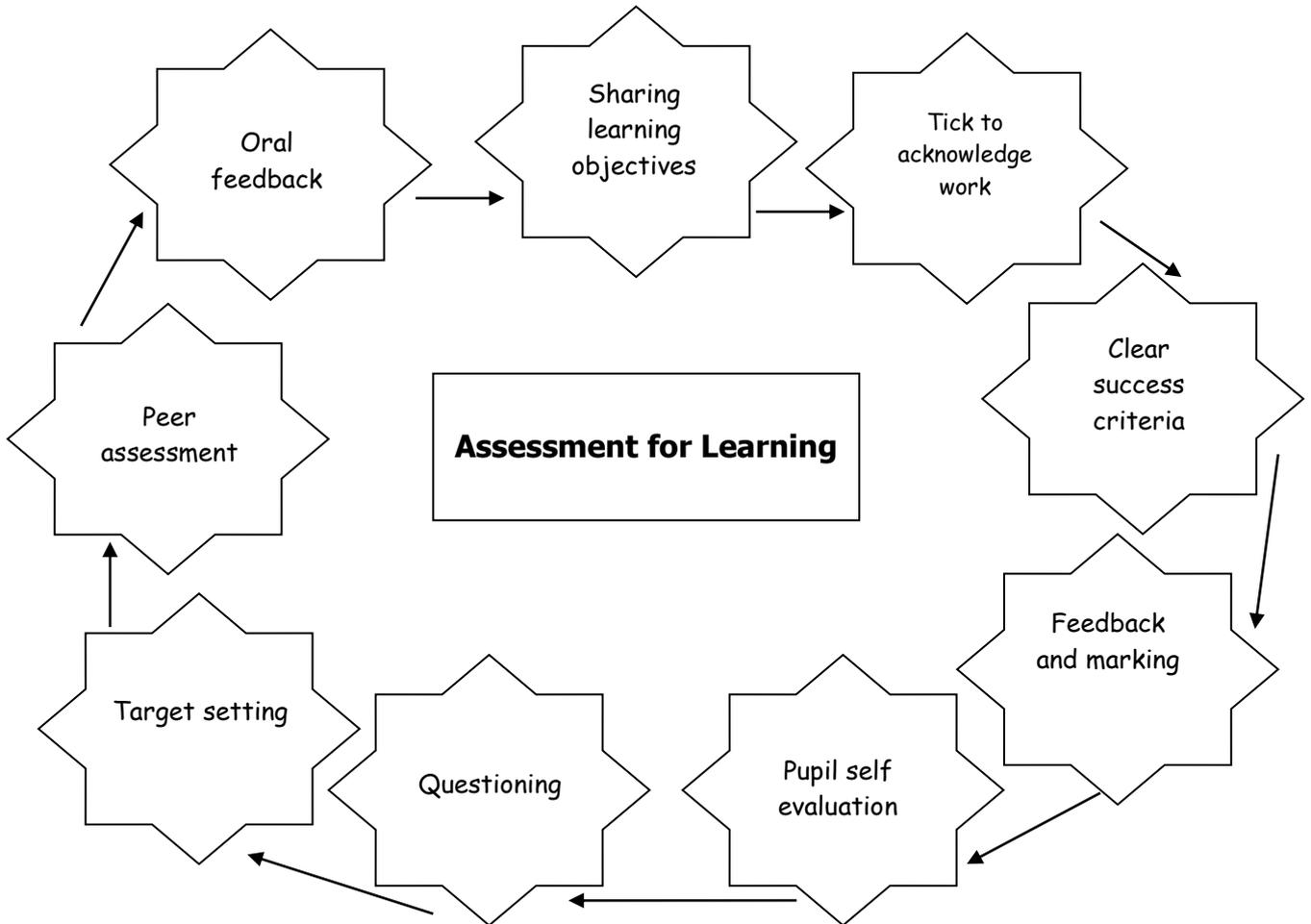
- reflect on their own work.
- be supported to admit problems without risk to self-esteem.
- be given time to work problems out.

Pupils may look at examples of other pupils' work that does and does not meet the success criteria as this can help them to understand what was required from a task and to assess the next steps they might need to take and therefore set new targets.

Looking at different responses may be used to help pupils understand the different approaches they could have taken to a task. It is often helpful if the work is from pupils they do not know.

7. Non-Negotiables

For each year there is a list of non-negotiables (see Appendix B). Children must check their work against these criteria before handing in.



Appendix A

Marking Policy

At Graveley we have agreed:

- ✓ To mark at least one piece of English and Maths in-depth a week.
- ✓ Foundation subjects may be marked with a tick.
- ✓ Children may mark some pieces of work on their own.

English and English Based Subjects

Use pink and green highlighters and red biro.

Pink – Tickled Pink!

This highlighter is to show things that have been completed well, based upon the learning objective first and secretarial skills second (unless the secretarial skill is the LO). This will usually be discussed during the lesson – “what will make me tickled pink today?”

Green – Green for Go! Growth

The green highlighter is used to show how to move a pupil’s work forward. This will not be used in every lesson, every day. Across a week, one piece of work will be marked in depth.

Green Biro and Yellow Highlighters

These are used by pupils to peer assess, self-mark and during the editing process – when an adult, other child or when the pupil themselves notices missed punctuation, misspelled words or areas to improve vocabulary and phrases.

Red Biro

Is used by teaching staff to show errors and the need to correct the errors in the following session. No more than 3 errors should be highlighted – spellings, missing punctuation, incorrect grammar etc. These should be corrected at the earliest and most suitable time and should be checked by the class teacher at a later date. For example a sentence with missing full stops should be written out under the original piece of work correctly.

Symbols:

^ is used to insert missing punctuation, a word or phrase

? is “I don’t understand what is written” and the child must correct / change

Sp is spelling mistake

1hp is one house point awarded

Maths

Highlighters and comments to be used as above and work marked by children or support staff is to be initialled. In addition questions that are incorrect should be marked with a red spot instead of a large red cross. Again, pupils should correct errors at the most convenient time.

Children should be regularly reminded as to the importance of the feedback and their actions from it.

Additional Notes

1:1 support - written when extra support given with adult initials and extent of support-brief note

Supply teachers to indicate their marking with ST.

Support staff to use initials.

Children write in pencil or blue pen if they are awarded a pen licence.

Abbreviations

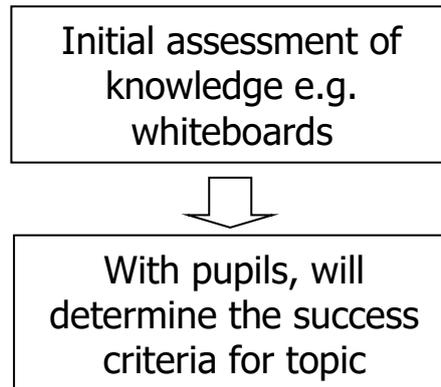
WALT means 'we are learning to' or 'we are learning today'

LO means 'learning objective'*

SC means 'success criteria'*

*used in Class 4 in preparation for secondary school

Marking Flow Chart



What I already know	Success criteria	Peer assessment	Self assessment