



**Castlecroft Primary School**

# **Assessment and Marking Policy**

**Head Teacher: Mr A. Dyall**

**Policy Adopted/updated: March 2024**

**Policy to be reviewed: March 2025**

**(This policy cannot be seen in isolation but must be read in**



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## Statement of intent

Following the publication of the new National Curriculum in 2014, new forms of assessment were developed to align with its content and principles. We now have an assessment system based around "Age Related Expectations" and use a system of: below the expected standard, working towards the expected standard, at the expected standard and the greater depth standard.

There are three main forms of assessment: in-school formative assessment, which is used by teachers to evaluate pupils knowledge and understanding on a day to day basis and to tailor teaching accordingly; in school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and nationally standardised summative assessment, which is used by the Government to hold schools to account. (Assessment without Levels 2015)

At Castlecroft Primary School we are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents/carers in the process.
- Ensuring all pupils are aware of what they need to do next to improve.
- Regularly monitoring progress to assess the impact of teaching and learning and taking prompt, corrective action where appropriate.
- Acknowledging progress and attainment.
- Working with other agencies as needed.

## Principles

Using the principles and processes of assessment, our aim is to:

- 1) Monitor progress and support learning to assess the impact of quality first teaching.
- 2) Monitor progress and support learning to assess the impact of strategies and interventions.
- 3) Provide information to ensure continuity when a pupil changes year group or leaves the school.
- 4) Celebrate the progress and attainments of pupils and identify areas for development.
- 5) Support pupils to assess their own progress and give guidance on how to improve through self-assessment.
- 6) Guide planning, teaching, additional support, curriculum development and the creation of resources.
- 7) Communicate with parents and the wider community about our pupils progress and attainment.
- 8) Comply with statutory requirements.
- 9) Tie all assessment to its intended purpose to support the educational process and avoid unnecessary teacher workload.



## Rationale

The process of assessment is central to helping children to progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources, and support. Assessment should be integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels. The overall management and evaluation of assessment is the responsibility of the Senior Leadership Team.

Our chosen assessment systems are free from bias, stereotyping, and generalisation in relation to gender, class and race. This is ensured by trialing products, evaluating products and working from other schools' recommendations.

Our assessment procedures are compliant with the Special Educational Needs and Disabilities (SEND) code of practice. We use a graduated approach to ensure the needs of our pupils are met.

## Key roles and responsibilities

**1.1.** The board of governors has overall responsibility for the implementation of the Assessment Policy and procedures of Castlecroft Primary School.

**1.2.** The board of governors has overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

**1.3.** The headteacher has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.

**1.4.** The headteacher will be responsible for the day-to-day implementation and management of the Assessment Policy and procedures of Castlecroft Primary School.

**1.5.** The Class Teacher is responsible for collecting and interpreting assessment data, implementing systems for identifying, assessing and reviewing progress for all pupils and updating the senior leadership team on the effectiveness of the provision, using local, national and school level assessment data.

**1.6.** The special educational needs coordinator (SENCO) is responsible for maintaining the SEND register, coordinating individual support, handling pupil records received from mainstream schools, reviewing targets and managing statutory assessment.

**1.7.** Class teachers are responsible for maintaining accurate records, reporting progress to parents/carers, and contributing to targets. This is with the support of the subject leaders who work alongside the class teachers to plan, deliver and feedback to the Senior Leadership Team on the impact of interventions.

**1.8.** All staff, including teachers, support staff and volunteers, will be responsible for following the Assessment Policy. They will also be responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the SENDCO and headteacher.

**1.9.** Pupils are expected and encouraged to engage fully in the assessment process by always trying their hardest in both formative and summative assessments, and by following exam regulations specified by examination boards.

**1.10.** Parents/carers are expected to engage with the school in the assessment process by attending parents' evenings and meetings, and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments.

**1.11.** Parents/carers are given opportunities to share in any new assessment procedures and informed of any new changes to the statutory assessment process.

## 2. Training of staff

**2.1.** We recognise that early intervention can improve both achievement and self-worth, every teacher should have the opportunity to become skilled and



confident when assessing pupil's learning. As such, teachers will receive training in identifying pupils potentially at risk of not meeting targets (see monitoring). Data is analysed termly by SLT. Teachers are then invited to data meetings to discuss the findings and to talk about next steps for identified pupils who may not be making the expected progress. Targeted interventions can then be put into place for identified pupils.

**2.2.** Teachers and support staff will receive training on the Assessment Policy as part of their new starter induction.

**2.3.** Teachers and support staff will receive regular and ongoing training and support as part of their development within staff meetings, year meetings, network meetings, co-ordinator's briefings, TA meetings or external agencies. This is co-ordinated by the Senior Leadership Team with subject leaders offering day to day support and advice.



### 3. Definitions

Castlecroft Primary School

**3.1.** Defines "assessment" as either:

- Activities undertaken by teachers, and/or by pupils assessing themselves, which provide information to use as feedback to move learning forward.
- Activities which enable modification of teaching and learning activities to improve achievement.
- Activities which lead to formative or summative feedback.

**3.2.** Defines "formative assessment" as any activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve through questioning, marking, observations, recapping and work trawls.

**3.3.** Defines "summative assessment" as activities which assess final achievement at the end of the term or year through assessment weeks, SEN reviews and KS2 testing.

**3.4.** Defines "mastery" as deeper, secure understanding of learning at all stages. The school will strive for all children to master the curriculum and have a secure understanding of their age related expectation.



## 4. Types of assessment

**4.1.** Castlecroft Primary School acknowledges that assessment will take place in a range of different ways, for different subjects. However, all assessment should embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson. Types of assessment carried out include (but are not restricted to):

- oral and written feedback
- observation of pupils work to evaluate outcomes against expected outcome
- learning conversations
- self-assessment
- peer assessment
- group assessment
- targeted questioning
- assessment through marking
- assessment of work of a range of age-related expectations and against the key disciplinary and substantive knowledge in a subject
- use of examination materials
- against SEND targets

**4.2.** Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify where they need to target their efforts to improve.

This may include:

- Self-assessment and peer assessment against success criteria
- Self-assessment against learning objectives
- Highlighting or annotating their own or a peer's work to identify appropriate features.
- In reading lessons, we use a tick/dot system next to the reading domains (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarise/sequence) as a question level analysis to aid future planning.





## 5. Scheme of assessment

**5.1.** Castlecroft Primary School uses the national curriculum knowledge descriptors and has implemented the following scheme of assessment which addresses assessment without levels.

**Below** Age Related Expectations

**Working towards** Age Related Expectations

**At or On Track** to achieve Age Related Expectations

**Greater depth** Age Related Expectations (This is not a progressive step- children will not move on to work from a higher year group if they are judged to be working at greater depth.)

**Children should be at age related expectations for their year group by the end of the Summer term. Throughout the year, they will reported as being on track if it is judged that they will achieve this standard by the end of the year.**

**5.2.** Summative assessments are used to assess what a pupil can do at a particular point in the learning journey, and performance can be measured against age-related expectations. We utilise the following formal summative assessments as one part of the school's assessment process:

- Suffolk Reading Test for Reading Age
- Year 6 practise SATs test in preparation for the SATs
- Wolverhampton Baseline, Midline and Endline assessments (Year 3-6)
- Wolverhampton Baseline, Midline and optional Key Stage 1 SATs (Year 2)
- Appropriate curriculum Maestro assessment material/subject assessment (See subject policies)
- End of Key Stage standardised tests
- Termly speed sound checks (Year 1 and 2)
- Termly Read Write Inc assessments
- Teacher assessments are used to identify children for Maths interventions.

### 5.3 Early Years Foundation Stage Assessments

- The Reception Baseline Assessments are carried out during the first few weeks of the children starting school in September. EYFS also carry out their own mini baseline which gives more insight into the children's needs for the next steps in their development.
- Children are assessed through observation and conversation. Each child has a long observation for each half term which is recorded. Other observations are carried out during continuous provision time with a more interactive approach where staff can move learning forward. Wow moments may be shared on our learning wall outside the classroom, posted on class dojo for parents to see or displayed on the children's own work wall. Adults use quality interactions to ensure they are able to talk confidently about each child and their learning.



- Phonics checks are carried out at the end of each half term to assess attainment and progress with sounds and blending.
- In maths, assessment is made through play as well as our floorbooks, assessing how children independently record as well as how they have progressed throughout the year.
- To ensure accurate data is recorded at the end of each term, we use our curriculum milestones as a guide. Adults highlight which milestones have been achieved and by using a 'best fit' approach and the children will be recorded as 'on track' or 'not on track'. Children who are 'not on track' will then be targeted for daily interventions which hopefully will help to close the gap. Discussions are then held with the head teacher to pass this information on.
- During the summer term, nursery staff meet with reception staff to pass on any concerns, important information or key details regarding the children who will be moving up into Reception and children are invited to take part in a transition morning. The same is done for reception children who will be moving up to year 1 ensuring that staff feel supported to ensure a more play based approach is used in the autumn term. This supports children with moving from a child led framework to a more structured routine.
- For any children who do not meet the early learning goals at the end of the year, information will be passed on to the year 1 teacher as well as their milestones so that plans can be put in place to support their transition.



## 6. Target setting

**6.1.** Baseline and midline tests are used to identify areas of development for the class cohort and groups of children to be targeted with intervention.

**6.2.** All pupils are entitled to access the full curriculum at a level appropriate to their needs and abilities. Teachers plan carefully and use a range of strategies to ensure full accessibility and sufficient challenge for all. The school makes efficient use of additional adults, deployed effectively to ensure that our curriculum is accessible for all.

- Pupils or groups of pupils with additional needs or those who are under-achieving are identified through our assessment system and appropriate intervention is carefully planned and monitored for impact.
- Data is analysed and action taken to ensure that any gaps between the performance of girls and boys is narrowed.
- Data is analysed and action taken to ensure that ethnicity does not affect attainment.
- Teachers and teaching assistants are all aware of disadvantaged pupils ensuring that they are targeted for support in lessons ensure that the gap is closing with non-disadvantaged pupils in the same ability band.
- Rapid graspers (traditionally known as more able pupils) are identified early to ensure that sufficient learning challenge is provided. In data meetings their progress is monitored and targeted support put in place where necessary to ensure their attainment remains high.
- Our number of EAL children is below the national average however advice is sought and support and intervention used where necessary to ensure good progress and attainment for these pupils.



## 7. Pupils with special educational needs and disabilities

**7.1** In all Curriculum areas, we seek to ensure equality of access for our children with special needs, to provide the same educational opportunities as those available to the rest of the population. SEND children have an entitlement to a broad, balanced curriculum, which is relevant to their needs, and which is delivered using reasonable adjustments where appropriate to help them access quality teaching and learning. Our SEND children-including our visually impaired (VI) children- will have activities and resources adapted by SEND support staff, VI support staff and teachers.

**7.2** In order to provide quality first teaching, it may be necessary to enhance the curriculum and resources available to pupils with special educational needs. Where necessary the SENDCO will contact outside agencies, for example Outreach, The Specialist Teacher or the Educational Psychologist for specialist advice and support with adapting teaching (especially for pupils on an EHCP plan, or with Complex SEND).

**7.3** We have an increasing number of children with complex needs; we use the statutory Engagement model for assessment and to celebrate progress and attainment and set small achievable steps and SCERTS for pupils with Autism. These children follow a bespoke curriculum



## 8. Tracking and reviewing progress

**8.1.** Termly formative and summative assessment judgements are recorded electronically using the school's data system. National curriculum objectives are only "achieved" when a child has mastered them. In order to master an objective, pupils must:

- Learn the skill/concept.
- Practise it.
- Apply it.
- Apply the skill/knowledge in a different context.

Progress can involve developing deeper or wider understanding, not just moving on to work of greater difficulty or work from a higher year group.

**8.2.** Pupils are given the opportunity to review their progress through "learning conversations" which are scheduled into lesson time and through developmental marking. (C for corrections or A for additional support)

**8.3.** To assist in guiding each pupil's learning journey, data snap-shots are taken in Reading, Writing, Maths and Science, three times a year, towards the end of each term. Data meetings are held with SMT and teachers to ensure good progress.

**8.4.** Data meetings for each year group are scheduled on a termly focus on:

- Reviewing the progress of all pupils.
- Identifying and monitoring cohorts of pupils that are underperforming and individual children.
- Pinpointing barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, EAL, Pupil Premium and SEND factors.
- Selecting intervention strategies to implement as a team to tackle barriers to learning.

**8.5.** The Senior Management Team meets once a term. SMT sample work to ensure that teacher judgements are sound. During this time SMT monitor pupils who were identified as underachieving in a number of subjects at pupil progress meetings, to pinpoint whole school trends relating to performance and to make decisions surrounding actions to accelerate the level of intervention for pupils who are identified as persistently underachieving.



## 9. Marking and feedback

**9.1.** Marking of pupils' work should follow the Marking Policy using an agreed system of codes. Effective marking of pupils' work is fundamental to ensuring that a personalised learning journey for all children is achieved.

**9.2.** Marking and feedback should directly relate to subject specific assessment criteria and learning targets and the lesson objective. The primary aims of marking are to ensure that each pupil can progress and teachers are aware of knowledge gaps, so that they can adjust lesson planning accordingly.

**9.3.** Dedicated time will be allotted during lessons for pupils to do corrections, review and respond to comments and make improvements and take note of next steps.

**9.4.** Feedback can take a variety of forms depending on the age of the pupil, the activity undertaken and the teacher's judgement. Our aim is for pupils to have full ownership of their work and to be able to review their progress using written and verbal feedback as a guide.

**9.5.** Marking and feedback strategies include:

- ABC marking

A - Additional support as the child needs extra support to understand the concept

B - Board work as the child has successfully completed the work and can be extended or moved onto the new topic

C - Corrections as the child has made a number of mistakes but seems to have an understanding of the work

- Verbal feedback one to one or as a group
- Peer assessment
- Self assessment

**9.6.** Good work is rewarded using a range of reward strategies such as:

- Work stickers
- Certificates
- Verbal praise and encouragement
- House points
- Showing good work to a member of SLT

**9.7.** Where work does not meet the required standard teachers use their professional judgement to assess if more support, re-teaching etc. is required. However, at times, teachers will use sanctions. For instance, keeping children in to re-do work where there has not been enough effort. Children with additional needs should not be kept in unless this has been agreed with the SENDCO or SMT.



## 10. Records and record keeping

**10.1.** Teachers use records to review pupils' progress, set appropriate targets for the future and form the basis of reports to parents/carers. Records are kept in the following formats:

- Assessment data trackers - managed by a service level agreement to avoid unnecessary teacher workload
- Early Years foundation stage Profile
- Phonic assessment records of progress
- Class teacher spelling assessment records (RWI spelling)
- Records of weekly spelling and times tables test scores
- Impact of intervention records following assessments made by the teacher
- Provision Maps for children having interventions
- Target Sheets in writing
- Guided reading records
- Individual reading records

**10.2.** At the Early Year's Foundation Stage, we assess the children against our bespoke Early Years curriculum based on Development Matters through ongoing observations and assessments. Children who fall below the school's curriculum are assessed using the Development Matters Observation Check Points so targets can be put in place.

**10.3.** Summative assessment records, such as key stage 1 and key stage 2 examination results, are kept electronically and held for six years after the year of the examination.

**10.4.** Formative assessment records, such as a sample of pupil work, are held for one year.



## 11. Standardisation and Moderation

11.1 Standardisation CPD is held yearly for writing led by the English lead.

11.2. The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for progress in the following ways:

- Collaboration with colleagues across different year groups
- Partnership with colleagues from other schools within the local network working within year groups from different schools
- Attendance at LA sessions to ensure judgements are in line with other schools/academies.
- Using standardisation material published Nationally to develop a consistent picture across school of what age expected standard and greater depth standard looks like at the end of KS1 and KS2.
- SMT moderate judgements termly.





## 12. Reporting

**12.1.** Our school reports promote and ensure:

- Positive home/school relationships.
- Information for parents.
- Opportunities for discussion with parents/carers.
- In some cases, information for partnership agencies.
- Targets for pupils.

**12.2.** A written report for each pupil is sent to parents/carers each year. Reports outline pupils' progress in the core and foundation subjects of the national curriculum. Teachers make comments on the attainment of each pupil in terms of national age-related expectations. Next steps for English, Maths and Science are also set.

**12.3.** For pupils at the end of key stages 1 and 2, annual reports will include the results of national curriculum tests, along with information about scaled scores and whether or not their child met the national expected standard.

**12.4.** Parents/carers are invited to attend formal consultations (parent evenings) with the teacher during the Autumn, Spring and Summer terms. At these meetings parents/carers are given an update on their child's progress against age related expectations and ways to support progress in English and Maths. Parents/carers are also welcome to discuss the progress of their child with class teachers or the headteacher at other times.

**12.5.** Class teachers, the SENCO or the headteacher may invite some parents to discuss any concerns arising from ongoing assessment.

**12.6.** The headteacher reports progress to governors on a termly basis, in the form of a headteacher's report discussing attainment and progress across school. This also includes a SEND report from the SENDCO.

**12.7.** This policy also links to the Homework Policy, individual subject policies and the Behaviour Policy.



### **13. Policy review cycle**

**13.1.** This policy is reviewed by the senior leadership team in partnership with teaching staff, school governors and curriculum leaders on an annual basis.

**13.2.** This policy has been composed with the support of Government Response: Commission on 'Assessment without Levels' documentation September 2015.



## Assessment materials, tools and tests

Reading	<ul style="list-style-type: none"> <li>• Focused marking</li> <li>• Pupil observations</li> <li>• Book/work scrutiny</li> <li>• Summative tests</li> <li>• Suffolk reading tests</li> <li>• Teacher planned comprehension tests/activities</li> <li>• Phonic assessments (including flashcards)</li> <li>• Wolverhampton base, mid and end line assessments</li> <li>• RWI assessment materials</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Focused marking</li> <li>• Grammar lesson starters to monitor retention</li> <li>• Pupil observations</li> <li>• Book/work scrutiny</li> <li>• Writing samples (independent where possible)</li> <li>• Results of class tests (e.g. weekly spelling tests)</li> <li>• Spelling assessment activities</li> <li>• Summative tests</li> <li>• Standardisation and moderation systems</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Focused marking</li> <li>• Pupil observations</li> <li>• Book/work scrutiny</li> <li>• Results of mental maths tests</li> <li>• Summative tests</li> <li>• Wolverhampton base, mid and end line assessments</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Focused marking</li> <li>• Book/work scrutiny</li> <li>• Teacher assessment against subject knowledge</li> <li>• Teacher assessment against scientific enquiry</li> <li>• Curriculum Maestro assessments</li> </ul>
Foundation subjects	<p>Each foundation subject leader has introduced as assessment system for their subject which runs alongside:</p> <ul style="list-style-type: none"> <li>• Focused marking</li> <li>• Book/work scrutiny</li> <li>• Teacher assessment against subject knowledge</li> </ul>



## Castlecroft Primary School - School assessment schedule

<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>• Intervention records updated (on-going)</li> <li>• Pupil premium mentoring and intervention to begin</li> <li>• SEND red files reviewed and 1 to 1 or small group support begins</li> <li>• SMT pupil progress updates</li> <li>• Science teacher assessments/ Curriculum Maestro assessment</li> <li>• Parents' consultation meetings</li> <li>• <b>Baseline testing- Suffolk reading, baseline, RWI assessments</b></li> <li>• <b>Curriculum Body meeting - Data and Key Findings</b></li> <li>• <b>Full Board of Governors meeting - Headteacher report evaluated</b></li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>• Assessment Week in Reading, Writing &amp; Maths and teacher assessments completed</li> <li>• Assessment moderation meetings</li> <li>• SEND red files reviewed and 1 to 1 or small group support reviewed</li> <li>• SMT pupil progress updates</li> <li>• Pupil progress meetings</li> <li>• Science teacher Assessments/ Curriculum Maestro assessment</li> <li>• Intervention records updated (on-going)</li> </ul>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• Pupil progress meetings</li> <li>• Assessment moderation meetings</li> <li>• SEND red files reviewed and 1 to 1 or small group support reviewed</li> <li>• SMT pupil progress updates</li> <li>• Science teacher Assessments/ Curriculum Maestro assessment</li> <li>• Intervention records updated (on-going)</li> <li>• <b>Midline testing- Midline/ Suffolk reading/ RWI assessments</b></li> <li>• <b>Full Board of Governors meeting - Headteacher report evaluated</b></li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• SEND red files reviewed and 1 to 1 or small group support reviewed</li> <li>• Assessment Week in Reading, Writing &amp; Maths Teacher assessments completed</li> <li>• Science teacher Assessments/ Curriculum Maestro assessment</li> <li>• SMT pupil progress updates</li> <li>• Intervention records updated (on-going)</li> <li>• Parents consultation meetings</li> <li>• <b>Curriculum Body meeting - Data and Key Findings</b></li> </ul>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>• Pupil progress meeting.</li> <li>• SEND red files reviewed and 1 to 1 or small group support reviewed</li> <li>• Year 6 SATs</li> <li>• Year 2 optional SATs</li> <li>• LA SATs moderation meetings for Year 6</li> <li>• Intervention records updated (on-going)</li> <li>• Assessment moderation meetings of Year 6 writing judgements</li> <li>• SMT pupil progress updates</li> <li>• Science teacher Assessments/ Curriculum Maestro assessment</li> <li>• <b>Curriculum Body meeting - Data and Key Findings</b></li> <li>• <b>Full Board of Governors meeting - Headteacher report evaluated</b></li> </ul>



<b>Summer two</b>	<ul style="list-style-type: none"><li>• SEND red files reviewed and 1 to 1 or small group support reviewed</li><li>• Report Years 6 SATs results to LA</li><li>• Possible moderation for Year 2 and Year 6 writing</li><li>• Report all results of statutory assessments to parents in the form of scaled scores</li><li>• End of year pupil reports produced and reports sent to parents.</li><li>• End of year parent transition meetings</li><li>• Class assessment folder updated in preparation for class handover meeting (on-going)</li><li>• Class handover meetings (current teacher meets receiving teacher to share information)</li><li>• Secondary transition meetings</li><li>• Assessment Week in Reading, Writing &amp; Maths - Year 1,3, 4 &amp; 5 and teacher assessments completed</li><li>• Science teacher assessments/ Curriculum Maestro assessment</li><li>• Intervention records updated (on-going).</li><li>• Parents drop in consultation meetings</li><li>• <b>Endline testing- Endline, RWI assessments</b></li><li>• <b>Curriculum Body meeting - Data and Key Findings</b></li></ul>
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# Marking Policy

**MATHS:** We use ABC marking and there is no need for comments other than Additional support, Boardwork, Corrections(ABC). However where work is wrong there will be comments or work making it evident what happened next and evidence of the child achieving the target now e.g. evidence of modelling, corrections and further work to ensure that there is now progress against the LO. Comments should also be used for poor presentation crossing out not putting the Lo etc

**SPELLING AND TABLES :** Ticks and crosses and a score, housepoints and stickers.

**GAPS:** ABC and for corrections use the marking symbols. A and C should be explicit what is wrong and there may be comment. For A there will be evidence of what happened next and evidence of progress against the LO

**WRITING:** ABC but remember to use ticks and double ticks to highlight good parts and to be positive. Occasional positive comments especially where child has tried very hard. Using A to pick up poor presentation. C should use the marking symbols. ● Should be used to explain what was wrong. Sections should be highlighted to make the C explicit. E.g. ● Look at this section and add another fronted adverbial. ● Find 5 spelling errors in this section. ●Look at the P corrections here can you self correct? Etc

Marking ladders should be linked to differentiated LO

**COMPREHENSION:** ABC and marking symbols. Ensure that the work is corrected and marked. Ensure that A has evidence of what happened next. A needs to make it clear what the error is e.g. Come and go over the Vocab questions, or Come and go over Number 4 with me you haven't backed it up. Dot for Reading domain they need to work on. Tick for those they got right.

**SCIENCE:** ABC for Science LO first and then English C using marking symbols

**Foundation:** Lots of housepoints and stickers. ABC for Subject Lo and then C for English using marking symbols. A should have evidence of how improved against LO.

*If you are struggling keeping up with marking then please see a member of SMT as soon as possible so that we can help; do not let yourself get behind.*



# Marking symbols

✓✓ Double tick=extra good point, word, answer

X A wrong answer that needs correcting

g Grammar error corrected for KS1 KS2 to correct, themselves, in purple or modelled by the teacher for some.

sp **Cort** KS1 and SEND Spellings will be corrected above and **underlined twice** where the Spelling error is. There will be a progression of spelling correction as appropriate for the ability of the child and the age as such:

The word written below the work by the teacher and copied three times by the pupil.

The word identified with the marking code and corrected by the pupil with a dictionary or spell checker for SEND pupils.

A section highlighted and children asked to find and correct the errors in it.

Children asked to correct all spelling errors in a piece of writing. (A response partner can help identify the errors)

p Children will begin to correct punctuation in Yr 2 where appropriate and the progression will be appropriate to their ability and age as such:

The code will be next to where the missing punctuation is and the child asked to correct it.

The code will be in the margin and the child asked to find the error in that line.

A section with a comment indicating the punctuation error such as "Please correct commas."

The code at the end of a whole piece and a comment such as, "You have missed four commas."


The code with a comment expecting the pupil to proof read and self correct such as "Please check for punctuation errors."

He laughed heartily softly or The deepest darkest, eery wood.

The bit that has been underlined with a wobbly line doesn't make sense. This can go alongside a paragraph if the whole chunk of writing doesn't make sense. This will be corrected in KS2.

A Means a word has been missed out. KS2 children will correct this and they can use it to add words in when editing.

\* Used by the teacher to comment underneath but show which bit of the text is referred to or by Yr 2/KS2 pupils to add in parts when editing.

 This should be a new paragraph start. KS2 can add this when editing if they have forgotten their paragraphs. Please do not use the code NP.

and Repeated words that stops the writing from being cohesive. Children need to swap for a synonym.