

Marking and Assessment Policy

Our Rational:

- To use marking as a teaching tool to inform the children of their performance and the next steps in their learning. It is not general; it is specific, it focuses on improvement as well as correction and it relates to the current piece of work with an expectation to edit and improve.
- To develop children's ability to proof read, edit and improve a piece of work before the teacher sees it.
- To expect children to use methods to indicate their own understanding of their learning.
- To use marking as an assessment tool to inform the teacher of the child's level of achievement /attainment and to inform the next stage of their planning.
- To create a common, agreed, continuous, developmental methodology throughout the school which is understood and utilised by both colleagues and children.

Assessment (both formative and summative) for each pupil is ongoing and used to inform planning, provide feedback to pupils, staff and parents. It identifies pupils' individual needs, including specific support, further diagnostic assessment and intervention.

Assessment for Learning:

Is part of effective planning

- Focuses on how children learn;
- Is central to classroom practice;
- Is sensitive and constructive;
- Fosters motivation;
- Promotes understanding of goals and criteria;
- Helps learners know how to improve;
- Develops the capacity for self-assessment, developing the students' Growth Mindset;
- Recognises all educational achievement.



Our Methodology:

Marking

Staff mark pupils' work using the following colour code:

- Purple for Progress - what a student has learnt and what has gone well in the piece of work.
- Green for Growth - what could be improved or considered to improve learning.

Work will be marked regularly and students will have an opportunity to respond to marking.

Assessment

Assessment is ongoing and is reported to parents/carers and other professionals three times a year. Students in Key stage 1, 2, 3 and 4 will be assessed using relevant BSquared P Scales, Steps and Flightpaths.

Feedback

Students receive frequent feedback and have a regular opportunity to respond to feedback. Assessment criteria is shared with students in an age appropriate manner so they understand what it is they are being assessed on and what they need to do to improve.

Progress is reviewed regularly and interventions put in place to ensure that students are 'closing the gap'.

Please see full Curriculum Policy for further assessment details.

Students will receive regular feedback and have a regular opportunity to respond to feedback.

Assessment criteria should be shared with students at an age appropriate manner so they understand what it is they are being assessed on and what they need to do to improve.

Progress will be reviewed regularly and interventions put into place, where necessary, to ensure that students are 'closing the gap'.

All staff working with students will indicate the level of support provided in order to track their level of understanding.