



# St Jude's Church of England Primary School

## Assessment Policy

**Our children  
Our St Jude's family  
Happy – Inspired – Loved  
The sky is not the limit  
Ready for today - prepared for tomorrow**

### **Aims and Expectations at St Jude's**

Assessment is an integral part of our teaching, based on best practice. It focuses on the curriculum and it lies at the heart of enhancing children's education. Children's progress is closely monitored at St Jude's in order that we can provide the best possible opportunities and highest levels of support for all children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow our staff to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning
- to contribute towards accountability data.

### **Teaching and Learning at St Jude's**

We believe that children learn best when they are inspired, motivated, engaged and have opportunities for joined up learning that deepens knowledge and understanding.

We do this by;

- providing a rich curriculum, with cross-curricular links in order to make learning real, relevant, creative and fun. We aim to help the knowledge stick in our children's long-term memory banks.
- encouraging pupil talk, which is central to active learning. This gives children an opportunity to discuss ideas with their peers, develop their confidence and speaking and listening skills.
- developing children's skills in working with others. From individual and paired working, children are introduced to the concept of group work and the skills required to carry this out effectively. The process of developing self and peer assessment is developed from an early age.
- making learning an enjoyable and challenging experience, taking into account ability and preference of learning styles, using a range of questions to extend children's understanding and knowledge, and ensuring that learning intentions and success criteria are clearly communicated.
- giving children the opportunity to reflect on their achievements and identify areas for further improvement.

*'Motivation is the most important factor in determining whether you succeed in the long run – not only the desire to achieve, but also the love of learning, the love of challenges and ability to thrive on obstacles'.*

Carol Dweck, 2005

At St Jude's, assessment is central to teaching, learning and the curriculum. Our assessment policy is underpinned by the following principles:

**1. Assessment puts the child at the centre of the process. It:**

- involves interaction and dialogue around learning between teacher, pupil and peers.
- involves interaction and dialogue between home and school.
- facilitates self- assessment and reflection, talking about what they can achieve.
- clarifies to the child what they can do and what their next learning goals are.
- promotes high standards of behaviour for learning.

**2. Assessment is robust, fair, accurate and without bias. It:**

- is inclusive of all abilities.
- enables pupils to demonstrate their learning and achievements in a variety of contexts.
- draws on a range of evidence in a range of contexts.
- promotes breadth and depth of learning.
- is meaningful, relevant and appropriate it is understood by the child.
- is regularly reviewed to evaluate their effectiveness and appropriateness.

**3. Assessment raises standards and expectations. It:**

- delivers high quality feedback that celebrates achievement and enables children to self-correct, edit and improve.
- improves the quality of teaching – shapes and guides teaching and approaches based on the needs, prior learning, interests and experiences of the children.
- improves children's learning – closes the gap between current and desired performance without putting a ceiling on children's abilities.
- promotes independence, collaboration, responsibility and raises self-esteem.
- identifies resources needed to support teaching and learning, including electronic resources, practical resources, interventions for children and CPD for staff.

**4. Assessment is transparent and informative. It:**

- uses a shared language that is understood by teachers, children, parents, governors, school leaders and other stakeholders.
- is based and moderated against national criteria as well as teacher's knowledge of the child and how they learn.
- is collected and recorded in a way that is manageable, transferable and purposeful because it informs planning for future learning.

To ensure every child has the opportunity to succeed we provide a broad, balanced and inclusive curriculum. It:

- ✓ is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.
- ✓ is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- ✓ is relevant, meaningful and inspires learning for all.

We implement our curriculum by ensuring our teachers:

- ✓ have good knowledge of the subjects they teach.
- ✓ present subject matter clearly, promoting appropriate discussion about the subject matter being taught.
- ✓ check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.
- ✓ create an environment that allows the learner to focus on learning.
- ✓ select resources that clearly support the intent of our coherently planned curriculum.

We aim to foster the following key characteristics of high quality learning. Our learners:

- ✓ study the full curriculum and the full range of subjects.
- ✓ attitudes towards their education are positive.
- ✓ are committed to their learning.
- ✓ know how to study effectively.
- ✓ are resilient to setbacks and take pride in their achievements.
- ✓ have high attendance and are punctual.
- ✓ relationships among themselves and staff reflect a positive and respectful culture.
- ✓ feel safe and do not experience bullying or discrimination.

As a result, our learners:

- ✓ develop detailed knowledge and skills across the curriculum and achieve well.
- ✓ are ready for the next stage of education.
- ✓ gain knowledge and skills that allow them to go on to destinations that meet their interests, aspirations and the intention of our curriculum.
- ✓ develop and discover their interests and talents.
- ✓ develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.
- ✓ are prepared for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society.

***Ofsted Inspection Framework, 2019***

## **Ofsted Expectations**

Ofsted has stated the following in regards to expectations for assessment:

Teachers and leaders should use assessment well, to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.

### ***Ofsted Inspection Framework, 2019***

#### **The National Curriculum**

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools are given the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

*'Too often levels became viewed as thresholds and teaching became focused on getting pupils across the next threshold instead of ensuring they were secure in the knowledge and understanding defined in the programmes of study. Depth and breadth of understanding were sometimes sacrificed in favour of pace. Levels also used a 'best fit' model, which meant that a pupil could have serious gaps in their knowledge and understanding, but still be placed within the level. This meant it wasn't always clear exactly which areas of the curriculum the child was secure in and where the gaps were.'*

#### **Final report of the Commission on Assessment without Levels, September 2015**

Our curriculum is creative, broad, balanced and inclusive at St Jude's. Our latest Topic Overview (**Appendix 1**) supports our staff in planning and delivering high quality, joined-up and relevant lessons that link to topic and text. We strive to ensure our children are given every opportunity to succeed and develop their understanding in greater depth.

#### **Mastery**

The Department for Education (DfE) adds weight and focus to a child's ability to apply their learning – this is called Mastery.

Mastery is how a child can apply much of the curriculum as a whole in more complex and in-depth, cross-objective, multi-modal methods. It demonstrates how skilfully a child can apply their learning. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations.

At St Jude's we provide our children with opportunities for mastery in every lesson. We do this through mastery challenges that encourage our children to use and apply their learning from that lesson in different contexts. Every child has the opportunity to achieve mastery in every subject. We do not believe in fixed-ability and plan our lessons accordingly.

## Assessment Delivery at St Jude's

### 'Day-to-Day' formative assessment

'Day to Day' formative assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress.

In this way, it supports teachers to provide appropriate support or extension (enrichment activities to deepen understanding, including provision for mastery) and informs pupil progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through 'Day-to Day' formative assessment we:

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve
- ensure that misconceptions are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations
- record and report progress to parents, providing them with a clear and bespoke report on where their children's strengths and weaknesses lie and what they need to do to improve.

### Target Tracker

Target Tracker is our principal assessment system. It is a complete assessment package supporting entry, analysis and sharing of pupil progress and attainment data through EYFS to Key Stage 2. Formative assessment is a key element of Target Tracker and forms the foundation on which the summative data is built. We assess children in Reading, Writing and Maths every half-term and Computing, History, Geography and Science every term.

Target Tracker provides a 'Steps' system to support us in our assessment of our children within the context of the National Curriculum. This system breaks the curriculum into 'statements' that come in two formats; teacher statements and child-friendly 'I Can' statements.

These 'Steps' are broken into 'Bands' which are spread across the curriculum subject areas. Bands broadly represent school years e.g. Band 1 statements are associated with Year 1. However, a distinction is made between Bands and Years as Bands may have a broader spectrum with some pupils working below their expected school year progression.

Steps within the documentation can be used to show progress and attainment within each band and enables teachers to monitor a pupil's overall attainment. These steps are defined as:

**B** = beginning

**B+** = beginning plus

**W** = working within

**W+** = working within plus

**S** = secure

**S+** = secure plus

What constitutes an age-related expectation at any time in the school year is clearly laid out in our 'Age-Related Attainment Tracker' (Appendix 2)

Children are assessed against 'Statements' across the curriculum. The children are taught every statement for their year group (band) by the end of the year. The number of statements a child has met provides us with a judgement on whether or not the child is working at ARE (Age Related Expectations). These judgements are made every half-term, with six judgements made per academic year.

A child can be assessed for each statement at the following stages:

1. **'Working Towards'** - the child has accessed the statement and is working towards achieving it.
2. **'Achieved'** - the child has, on three separate occasions, provided evidence that they have met the statement. Teachers will use their professional judgement in deciding if a child has achieved the statement.
3. **'Mastered'** - the child has, on five separate occasions, provided evidence that they have securely met the statement in a variety of contexts.

Target Tracker retains every observation and judgement that our staff make on every individual child. We then use a full range of evidence (work in books, photographic and written observations, Target Tracker and pupil conferencing) to make our final half-termly judgement.

Below is a table to demonstrate expected progress through six steps of development in an academic year:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Entry on to year group band	Beginning	Beginning +	Within	Within +	Secure / Secure +

- ❖ It is expected that all children should be at least **Within +** and ideally at **Secure** by the end of an academic year, having made expected progress throughout the year. This means they are deemed to be at **'Age Related'**.
- ❖ If a child is assessed at **Within +** or above in Summer 2 they will be assessed in the Band above in Autumn 1 of the next academic year (e.g. a Year Two child is assessed as Secure in Band 2 so will begin being assessed in Year Three against Band 3 statements).
- ❖ If a child is assessed below **Within +** in Summer 2 they will remain on their existing band at the start of the next academic year. Once they have shown enough evidence and moved to Secure they will then progress to the next assessment band.
- ❖ A child will never be assessed as higher than Secure + in their existing assessment band. To be Secure + requires a child to have mastered 90% of the statements in their assessment band.
- ❖ Our Year 1 children transfer from the EYFS profile to Band 1. They begin life in Year 1 at 40-60 months until the end of Autumn 1, where our Year 1 teacher makes their first judgment of the child against Year 1 statements. Below is a table to demonstrate expected progress through six steps of development in Year 1:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
40 – 60 months Secure	Band 1 Beginning	Beginning +	Within	Within +	Secure / Secure +

- ❖ On entering Reception at the beginning of September children are assessed and baselined using the 'Reception Baseline Assessment Framework'. Children are then assessed throughout the year according to their developmental stage. At the end of the year assessments in Reception are judged against the Early Learning Goals. The children will be given a final judgement of Emerging, Expected or Exceeding for each area. Below is a table to demonstrate expected progress through six steps of development in EYFS:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
40 – 60 months Beginning	40 – 60 months Beginning +	40 – 60 months Within	40 – 60 months Within +	40 – 60 months Secure	Early Learning Goal

### **Tapestry**

We utilise 'Tapestry' as our principal formative assessment tool in the EYFS. Tapestry is an easy-to-use online learning journal that helps us to record, track and celebrate children's progress in early years education.

Tapestry enhances the rich and inspiring learning opportunities in our EYFS, helping our teachers and practitioners to capture children's experiences as well as monitor development and learning. This online journal is shared online with parents, who are able to see special moments and view their child's progress. Every entry helps to create a complete story of a child's time at nursery, pre-school or school.

Tapestry is designed to simplify and improve recording within the EYFS curricula. Information can be filtered and displayed in different ways, and assessments and statements can be made for each entry.

### **Marking and Feedback**

Marking and feedback is an integral component of day-to-day formative assessment at St Jude's. The fundamental principle underpinning marking and feedback is to provide regular, consistent and high-quality feedback to our children to enable them to reflect on their performance and know how to improve. Please see our Marking and Feedback Policy for further detail ([Appendix 3](#)).

### **Summative Assessment**

Summative assessments are used to consistently monitor and support children's performance. They provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, and also provide feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes.

Teachers make use of summative assessments to evaluate both pupil learning at the end of an instructional unit or period and the impact of their own teaching. Both these purposes support our teachers in planning for subsequent teaching and learning. In-school summative assessments are also used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

### **Half-Termly Summative Assessment**

Every half-term St Jude's holds an 'Assessment Week' when we adopt the following summative assessment strategies:

1. A set of standardised tests in Reading, Grammar, Punctuation & Spelling and Mathematics. These scores are placed on to 'Trackers' and scores are added together to indicate if a child is currently working at ARE.
2. A final judgement of that child's progression through the assessment band is made at the end of every half-term, taking into account the correct balance of formative and summative assessment.

### **Statutory Assessments**

**Reception Baseline Assessment** will provide the basis for a new way of measuring the progress primary schools make with their pupils. Unlike the current progress measure, this will give schools credit for the important work they do with their pupils between reception and year 2.

St Jude's took part in the national voluntary pilot in autumn 2019. This assessment will become statutory in September 2020.

**End of EYFS assessment** - the Early Years Foundation Stage Profile is completed for each child at the end of Reception, based on cumulative evidence recorded throughout the year. Children are assessed against the early learning goals and recorded at 'emerging', 'expected' or 'exceeding' level.

**Year 1 Phonics Screening Check** - the Phonics Screening check is a statutory assessment for all Year 1 pupils in maintained schools, academies and free schools to confirm whether children have learned phonic decoding to an appropriate standard. Children are asked to decode 40 words under 1-1 test conditions with a teacher or teaching assistant. The word list contains a combination of real and 'nonsense' words, the latter being included to ensure that children are using phonic skills to decode words and not recognising words by sight. To pass, children must score at least 32 out of 40. Children who do not meet the threshold in Year 1 are required to retake it in Year 2.

**End of KS1 assessment** - Teacher assessment is the main focus for end of Key Stage 1 assessment and reporting. Teacher assessment in mathematics and reading is informed by externally-set, internally-marked tests. There is also an externally-set test in grammar, punctuation and spelling which will help to inform the teacher assessment of writing. The tests have been updated to reflect the new national curriculum and are expressed as a scaled score. These tests take place in May.

**Year 4 Multiplication Check** - From the 2019/20 academic year onwards, all state-funded maintained schools and academies (including free schools) in England will be required to administer an online multiplication tables check (MTC) to year 4 pupils.

The [national curriculum](#) specifies that pupils should be taught to recall the multiplication tables up to and including  $12 \times 12$  by the end of year 4.

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

Schools will have a 3-week window to administer the MTC. Teachers will have the flexibility to administer the check to individual pupils, small groups or a whole class at the same time.

**End of KS2 assessment** - at the end of Key Stage 2, pupils sit externally-set and marked tests in mathematics, reading, and grammar, punctuation and spelling. These are used for school performance measures. There is teacher assessment in mathematics, reading, writing and science to give a broader picture of children's attainment. In common with key stage 1, the tests and assessments reflect the content of the curriculum.

Performance descriptors inform the statutory teacher assessments at the end of Key Stage 2. For writing we assess pupils as meeting one of several performance descriptors. For science, reading and mathematics, there is a single performance descriptor of the new expected standard.



The results of the tests in reading, mathematics, and grammar, punctuation and spelling will be reported to pupils and parents as scaled scores. Parents will be provided with their child's score alongside the average for their school, the local area and nationally. These tests also take place in May.

### **The role of our staff**

Our staff use assessment to improve our children's learning in the following ways:

- ✓ Our staff use Target Tracker as a continuous and instant assessment tool. Evidence is taken during lessons and recorded using our tablet devices so that every 'good' example of learning is captured.
- ✓ Our staff provide effective feedback both verbally and through reflective marking. Our children are expected to respond to staff feedback and continuously reflect on their learning in order to improve and progress.
- ✓ Our staff incorporate formative and summative assessment strategies in their practice to formulate an accurate and comprehensive picture of every child as learners.
- ✓ Our staff are accountable for their pupil progress and are dedicated to providing our children with the opportunity to reach their potential.

### **The role of the Senior Leadership Team**

The Senior Leadership Team:

- ✓ Has drive, enthusiasm and confidence in implementing change and supporting effective practices.
- ✓ Has the courage to make changes in order to raise pupils' expectations and attainment.
- ✓ Motivates staff and provides opportunities for regular discussion about practice, sharing what works when, why and how, in order to improve processes for the benefit of the pupils.
- ✓ Leads by example, are aware of the issues and promote effective practice through targeted professional development;
- ✓ Monitors and evaluate systematically the effectiveness of teaching, learning and assessment, providing feedback and support where necessary.
- ✓ Ensures every child is monitored and not allowed to 'slip through the net' during termly Pupil Progress Meetings (see Appendix 4).

### **The Role of Governors**

- ✓ Governors are informed of end of term assessments at PAC committee meetings and at Full Governing Body Meetings.
- ✓ Governors visit the school in order to be informed of best practice in assessment (These maybe presentations and information workshops held for parents also).
- ✓ It is the role of the governors to understand the assessment data and in doing so hold the Senior Leadership Team to account.

### **Reporting to Parents**

It is a legal requirement to report each child's progress annually to parents. This is carried out in the summer term with reports being issued in July, using St Jude's. A copy of the report is passed onto the next teacher to ensure there is continuity in progression from year to year.

Our reports to parents and carers:

- Provide clear information, which parents/carers can understand, about their children's progress, outlining strengths and the areas they need to develop
- Set learning targets which parents/carers can understand and are realistic, monitored and reviewed
- Promote parent/carer involvement in their child's learning and provide scope for dialogue involving the school, the parent/carer and the child
- Support discussion with parents at times which allow appropriate action to take place.

## Special Educational Needs

The majority of children at St Jude's can succeed through the use of effective teaching and learning strategies in the classroom. However, for some children these strategies do not always enable all children to progress. These children benefit, at key moments, from additional support in small groups or one to one. Additional interventions will be available to enable them to make further progress in their own learning. The identification of children who would benefit from a particular intervention is made from reviewing tracking information and in discussion with the Class teacher and SENDCO.

The needs of the children will determine the type of interventions required.

Children requiring assessment by external agencies will be assessed after gaining parental/guardian consent. Progress in targets and specific objectives will be assessed formatively during the term and used to formulate the next Personal Learning Plan.

External agencies may include the Educational Psychologist, Speech and Language Therapist, Psychotherapist or Paediatrician. These professionals may support in the target setting and implementation of Individual Education Plan Targets and evidence gathering for Education Health Care Plans.

The SENDCO will ensure staff are trained to implement these interventions so they can be used when deemed necessary. The impact of any intervention used is carefully and regularly reviewed to ensure the child is making progress.

### Policy History

Date reviewed by SLT	January 2020
Date to be reviewed by governors	March 2020
Next Review	March 2022

## Appendices

### Appendix 1



### St Jude's Whole School Topic Overview 2019 - 2020

	Reception	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
<b>Autumn One</b>	All about School Get ready for an exciting year in Reception as we learn all about the people and places that make it so fun!	Transport Find out where your favourite foods comes from and how it gets to your kitchen!	London's burning Where did it start and how did it stop? What were the events and consequences of the Great Fire of London?	Roman Revolution Studying Roman life and inventions and systems of government.	Phenomenal Pharaohs How were the pyramids built – let's find out in this look at Ancient Egypt!	The Groovy Greeks! Researching the life and times of the Ancient Greeks; their beliefs and what they are famous for	Hard Times  Children should be seen and not heard! How hard were the Victorians?
<b>Autumn Two</b>	Celebrations Investigating night-time animals and things that go bump in the night!	The magic toymaker Spring into the magical world of toys, past, present and future.	The Circus is coming to town Roll up! Roll up! Come and learn about the history of the circus!	Living in London A historical enquiry into key events and changes in London over time.	Hold back the River Exploring the role of the Thames in England's past	One small step... Get your spacesuits ready as we explore the Solar System and the importance of the first moon landing.	Extreme Earth Take a look at the disastrous effects of mother nature!
<b>Spring One</b>	Mission Impossible Blast off into space to get ready to take one giant leap on the moon...	Dinosaurs Grab your trowel and magnifying glass and explore the terrifying world of the dinosaurs.	Discovering the Polar Regions Investigating the distant, frozen wilderness	Invaders! Watch out! The Anglo Saxons are coming....	Surviving the Stone age Zooming back in time to find out how the people of the Stone Age lived.	The Caribbean Find out about the geography of the Caribbean and compare it to the UK.	Ancient Africa Time travelling back to the Kingdom of Benin – what will we find?
<b>Spring Two</b>	Under the Sea Grab your goggles and dive into learning all about life under the sea.	Ahoy there! Jump on board as we sail into treacherous waters and learn about the terrors of the Seven Seas.	Explorers! Investigate and research the great explorers of our time, starting with Shackleton's polar exploration.	Location, Location, Location We will investigate the differences between the town and countryside	Vicious Vikings Investigating how the Vikings ravaged England	The Terrible Tudors What happened in Tudor times for the monarchy to have such a terrible reputation?	War Child Exploring the lives of children in war zones – past and present
<b>Summer One</b>	Once upon a Time... An exploration of traditional and alternative fairy tales.	Maps Mastery Have you ever wondered how to get around Brockwell Park? This topic will make it seem easy...	Seaside Surprise Punch and Judy anyone? A look into how the Victorians liked to holiday.	The Amazing Amazon Watch our classroom be transformed into a rainforest as explore life in the Amazon.	Chocoholics Your mouth will water as we delve into where chocolate comes from!	Keep calm and carry on Brixton in the Blitz – how were we affected in the Second World War?	From Morse to Mobiles Can you imagine a world without mobile phones and iPads? Let's find out how technology has evolved...
<b>Summer Two</b>	Whole School Theme	Whole School Theme	Whole School Theme	Whole School Theme	Whole School Theme	Whole School Theme	Whole School Theme



*St Jude's C of E Primary School*  
*Age Related Tracker*

<i>Year</i>	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>	<i>Just Within ARE</i>
<i>Reception</i>	<u>Baseline on entry</u> 30-50 months Secure  <u>End of Term</u> 40-60 months Beginning	40-60 months Beginning +	40-60 months Within	40-60 months Within +	40-60 months Secure/Secure +	ELG Expected (Consistently Above)	40 - 60 months Secure/Secure +
<i>Year One</i>	ELG Expected (Consistently Above)	1B (One Beginning)	1B+ (One Beginning +)	1W (One Within)	1W+ (One Within +)	1S (One Secure)	1W+ (One Within +)
<i>Year Two</i>	1S+ (One Secure +)	2B (Two Beginning)	2B+ (Two Beginning +)	2W (Two Within)	2W+ (Two Within +)	2S (Two Secure)	2W+ (Two Within +)
<i>Year Three</i>	2S+ (Two Secure +)	3B (Three Beginning)	3B+ (Three Beginning +)	3W (Three Within)	3W+ (Three Within +)	3S (Three Secure)	3W+ (Three Within +)
<i>Year Four</i>	3S+ (Three Secure +)	4B (Four Beginning)	4B+ (Four Beginning +)	4W (Four Within)	4W+ (Four Within +)	4S (Four Secure)	4W+ (Four Within +)
<i>Year Five</i>	4S+ (Four Secure +)	5B (Five Beginning)	5B+ (Five Beginning +)	5W (Five Within)	5W+ (Five Within +)	5S (Five Secure)	5W+ (Five Within +)
<i>Year Six</i>	5S+ (Five Secure +)	6B (Six Beginning)	6B+ (Six Beginning +)	6W (Six Within)	6W+ (Six Within +)	6S (Six Secure)	6W+ (Six Within +)



# St Jude's Church of England Primary School

## Marking and Feedback Policy

### Reviewed February 2019

*Our children  
Our St Jude's Family  
Happy – Inspired – Loved  
The sky is not the limit  
Ready for today - prepared for tomorrow*

#### AIMS

At St. Jude's we aim to:

- provide timely feedback which informs pupils about how well they have met the success criteria and next steps to move their learning on,
- provide the opportunity for pupils to practise and refine skills in order to make progress,
- ensure marking is manageable for the teaching team and be accessible for all children.

Marking should ultimately be seen by children as a positive approach to improving their learning.

Children have shared their feedback on marking with class teachers and senior leadership team and this has informed our marking policy procedures.

#### GENERAL PROCEDURES

Every piece of work that a child produces is marked in **green pen**.

Marking:

- is linked to learning objectives/intentions and individual targets
- takes place during the activity or as soon as possible after the work is completed
- will include highlighted examples of where a child has met the objective (or demonstrated a skill), or areas where a child needs to improve to meet the learning objective
- will include use of **marking symbols, (see chart below)** used consistently across the school to ensure children are able to engage and respond to the marking.
- is positive, constructive and informative, children are provided with time to respond
- includes open ended questions to encourage the child to demonstrate progress, not a closed question. Children answering 'yes miss' is not permitted – a child's initial demonstrates that they have read your comment
- reflects the teacher's knowledge of individual pupils, including those with SEND/EAL
- links with PLP targets if appropriate
- includes observations of the child's achievement e.g. in a scientific investigation/practical activity and through the observation record sheets, where appropriate.

#### EYFS AND NON-READERS

Marking for Reception and non-readers in Classes One to Six will:

- give children the opportunity to respond to their learning – and this may be recorded by the CT or TA to help assess the child's progress
- share what the child has achieved/learnt in the session
- Include the symbol **VF** to acknowledge that verbal feedback was provided.

Allowances will also be made for year 1 non-readers at the start of the year. There will be a degree of flexibility in the expectations for **NS** depending on the pupil's development. As the next steps will, on the whole be included in the next lesson.

## EXPECTATIONS FOR MARKING FOR DIFFERENT SUBJECTS

### Maths

The above general procedures apply, to ensure marking has maximum impact the following will also apply:

- All work will be ticked
- The 'Next Steps' initial (**NS**) will be used when appropriate
- Moving on comments can be used where appropriate
- Light touch marking will apply for those children who have met the objective – and a pink highlighter pen used to indicate where a child has met the objective particularly effectively
- Deeper marking for those children who have made errors – highlighted with a green highlighter. This deeper marking will serve to scaffold / model the calculation so that the child is supported with correcting their misconception. This will be evident in their response to marking carried out in the lesson or during the next session.

### English

The above general procedures apply, to ensure marking has maximum impact the following will apply:

- All work will be acknowledged
- Key spelling errors will be noted below a piece of work for the child to practice
- A pink highlighter pen will be used to indicate where a child has met the objective or used a particular skill in their writing
- A green highlighter pen will be used to indicate where a child needs to edit or improve areas of work or correct a skill
- Next steps (**NS**) will be given where deemed necessary throughout a unit of work
- A deep mark will be used for the writing outcome only - this will include the use of the 2 Stars and a Wish stamp. There could also be an opportunity for a child to improve a section of writing in light of feedback – during the lesson or in the following session.
- The outcome is usually written over more than one lesson; it is the teacher's decision as to which of these sessions will be deep marked.

### Other subjects including Humanities and Science

The above general procedures apply; to ensure marking has maximum impact the following will apply:

- All work will be acknowledged
- A deep mark will be used once a half term - this will include the use of the Next Step initial (**NS**) or 2 Stars and a Wish
- Children will have a chance to feedback - next steps and wishes, if necessary in 'perfecting time'
- Children initial feedback when no moving on comment is provided
- Green and pink highlighter pens will also be used where appropriate
- Subject specific key vocabulary is corrected.

### Religious Education

The above general procedures apply, to ensure marking has maximum impact the following will apply:

- All work will be acknowledged
- The 'Next Steps' initial (**NS**) can be used where appropriate
- A deep mark will be used for longer pieces of writing - this will include the use of the 2 Stars and a Wish. There could also be an opportunity for a child to improve a section of writing in light of feedback – during the lesson or in the following session.
- Green and pink highlighter pens will also be used where appropriate.

## **PUPIL RESPONSE**

Wherever possible, marking is interactive. An opportunity is provided in every lesson for pupils to respond to previous marking, e.g. correcting errors, editing work, answering teacher's questions and moving on comments. This could include an opportunity to correct mistakes/rewrite spellings. Children always respond appropriately to the teacher's comments. Children initial a comment if it does not require a sentence or correction. The teacher will use the initial **TBR** to be revisited to signpost to children that this learning will be reviewed. Where appropriate children will have the opportunity to peer assess and provide feedback to a peer on a post it note.

Children will respond:

- using blue pen
- and, initial once they have responded to moving on comments
- by completing their learning line – English and Maths worksheets only - as part of self-assessment.

## **THE MARKING OF SPELLING**

- High frequency spelling words (relevant to the child's year group) must be corrected
- When a child misspells a word, sp is written in the margin and the misspelt word is underlined. The correct spelling is written above the word.
- If key words / words that the child should know - are not spelt correctly – the teacher writes the word below the piece of work for the child to copy underneath 2 times in KS 1 and 3 times in KS2.

## **SEND Marking**

- Marking for SEND children should follow policy
- Link marking back to PLP targets where appropriate
- Provide opportunities to practise incorrect spellings relevant to the child and their (age related) band on target tracker.

## **Our staff will:**

- Mark the work for the group that they have been working with by addressing the learning objective
- Discuss successes / difficulties with the learning with the class teacher after the session or if this is not possible place a post it note in the book to inform the class teacher
- Use the marking symbols guide consistently – these are available in the classroom and included in this policy
- Ask the class teacher for clarification on specific marking comments if necessary
- Use allocated preparation time from 8.30 – 8.50 and 3.35 – 4.00PM to discuss planning, activities and preparation for future sessions.

## MARKING SYMBOLS – to be used by class teachers and teaching assistants in marking:

<b>p</b>	punctuation
<b>^</b>	missing word
<b>//</b>	new paragraph
<b>CT</b>	Class teacher input / support
<b>TA</b>	Worked with and supported by a Teacher Assistant
<b>I</b>	Independent work
<b>1: 6</b>	Ratio of adult: number in group to be included if relevant - for both class teacher and teaching assistant
<b>FS</b>	finger space
<b>c</b>	conjunction
<b>NS</b>	next step
<b>sp</b>	spelling
<b>g</b>	grammar
<b>TBR</b>	To be revisited
<b>VF</b>	Verbal feedback given
<b>PF</b>	Perfecting Time
<b>Tickled pink</b>	example of child meeting learning objective
<b>Green for grow</b>	example of where learning needs to improve

To be used in the work – not the learning objective

## MONITORING OF MARKING


Marking will be monitored (as part of the monitoring cycle) by subject leaders and the senior leadership team at least once a term in all subjects.

Please see attached Marking Monitoring sheets.

- **This policy is a working document, reviewed by SLT in February 2019, and presented to staff on 26.2.19**
- **It will be reviewed in May 2020.**



Appendix 4

	<b>Pupil Progress Analysis - Autumn Term</b> Wednesday 11 <sup>th</sup> December 2019	
	Year:	Teacher:

Children below Age Related Expectation by the end of Autumn 2 (One Beginning)										
Child's name	Subjects (R, W, M)	PP	SEND	WBRI	BAFR	BCRB	Summer Born	Possible reason for under ARE attainment	Wave 2 and 3 Support Received	Actions to accelerate progress in Spring 2020
Any other children to be discussed (Greater Depth, Behaviour, SEND)										

Staff CPD / Resources / Support		
Type required	Who?	When?

Actions to be carried out							
Action		Who?	When?	Action		Who?	When?
1				4			
2				5			
3				6			

