



## Bearwood Primary and Nursery School

### Marking, Assessment, Recording and Reporting Policy

#### **INTRODUCTION**

The main purpose of this policy for marking, assessment, recording and reporting is to develop efficient, effective and consistent methods through which a child's attainment and progress is measured and communicated to both the child and his/her parents; it will also inform future curricular developments for that child. This policy will also ensure that statutory requirements are fulfilled.

All children have the right to make excellent academic, moral, spiritual and social progress. At Bearwood, this progress will be informed by an effective assessment system that accurately tracks each individual pupil's progress and helps teachers, parents and pupils identify the next steps in learning. These experiences are designed to ensure breadth, depth and relevance, as well as progression irrespective of gender, ethnic background, aptitude or disability.

**At Bearwood Primary and Nursery School, we:**

- Plan using assessment information
- Set targets using the curriculum
- Assess pupils against the curriculum
- Measure whether the children are on track to meet the year group and key stage expectations
- Report to parents

#### **PLANNING**

Plans for assessment are detailed in the teachers' medium term and short term plans using detailed tracking. The detailed tracking is used to track the small step teacher assessments made in the classroom and automatically bench mark them against the national curriculum. The outcome of assessment will inform the next stage in learning as reflected in the plans noted above.

In order to plan for the statutory assessment at the end of a key stage, all teachers, not only those with pupils in Year 2 or Year 6 need to develop shared understanding of the end of year expectations in the New National Curriculum, so that the standards can be applied consistently when coming to a judgement on each pupil's performance at the end of a key stage.

Developing a common understanding of the ARE (Age related expectations) in a key stage includes the consideration of:

- the New National Curriculum objectives
- The importance of incorporating personalised learning programs into planning
- "Exemplification of Standards" booklets.
- National tests at the end of KS1 and KS2
- Subject portfolios to develop a common understanding of standards over time. This portfolio includes samples of pupils work at the ARE for each year group. This work is briefly annotated, showing how the work reflects the national performance descriptors for the end of year as appropriate.
- Teachers overall judgements about the work of individual pupils.
- Participating in meetings with the local authorities about reaching a common understanding of ARE at the end of each year group.

## **ASSESSMENT**

Assessment provides clear evidence of attainment and progression. The policy aims to set a common standard for use in assessment across the school.

### **Roles and Responsibilities**

Assessments should be undertaken in a timely, appropriate and accurate manner.

Teachers are responsible for ensuring that they are familiar with standards for all subjects

The assessment co-ordinator and head are responsible for ensuring that assessments are carried out accurately and to deadlines

Senior leaders are responsible for ensuring that staff are sufficiently trained; monitor quality and accuracy and that tracking data agrees with outcomes in formal assessments.

### **Assessment for learning**

Assessment for learning should:

- Be part of effective planning of teaching and learning
- Focus on how students learn
- Be recognised as central to classroom practice
- Be regarded as a key professional skill for teachers
- Be sensitive and constructive because any assessment has an emotional impact

- Take account of the importance of learner motivation
- Promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
- Develops learners' capacity for self-assessment so that they can become reflective and self-managing
- Recognise the full range of achievements of all learners

Learners should receive constructive guidance about how to improve.

**At Bearwood School, we aim to meet all of the principles outlined above, though some to a greater degree than others.**

Assessments can be divided into categories:

- Formal National Tests - e.g. SATs, Foundation Stage Baseline and Profile
- Formal Tests - NFER Non Verbal Reasoning, Salford Reading Test, PASS screening
- On-going Assessment - marking policy, informal teacher assessment

**To explain how the forms of assessment meet the principles of assessment mentioned above they will be discussed under the headings of each principle:**

**Assessment for learning should be part of effective planning of teaching and learning.**

Planning is done for a complete unit of work, and then altered in the light of what has previously happened, not planned from day to day.

Assessments against reading and writing targets inform future targets, and the groups of children expected to achieve them.

**Assessment for learning should be sensitive and constructive because any assessment has an emotional impact.**

Feedback on work and behaviour should be aimed at the work or behaviour and not at the person, in order to be constructive for motivation and learning. This is also outlined in the school relationships policy.

**Assessment should take account of the importance of learner motivation.**

Assessment should always be to agreed targets, which challenge but are not impossible for the child. Therefore, a child with SEN may have a smaller target than another child, but if they have reached that target they will be more motivated to reach their next target. "Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure."

**Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.**

Children are given individual or group targets for reading, writing and maths, which they are encouraged to work towards in all curriculum areas where appropriate. Targets are clearly displayed on the classroom wall, and all targets are shared with parents through Reading Record books, homework's and parents evenings.

**Learners should receive constructive guidance about how to improve.**

The children's work should always be marked towards the learning objective, teachers will highlight areas for improvement which includes comments on specific learning objectives, the child's target and a general comment on their work. This gives clear guidance on how the child is improving towards the learning objective/target and what they can do to improve further.

**Assessment for learning develops learners' capacity for self-assessment so that they can become reflective and self-managing.**

Because children are informed of their targets for reading, writing and math's, they are encouraged to be aware of their own progress towards these targets. This is then reinforced through the teacher marking towards these targets.

**Assessment for learning should recognise the full range of achievements of all learners.**

Children on the SEN Code of Practice receive rewards for achieving their personal targets alongside the remainder of the class who also receive rewards (in line with the behaviour policy) for their achievements. Special awards are available to recognise additional effort in any area, through Celebration assemblies.

### **Monitoring of assessment**

Monitoring of assessment will be carried out by senior leaders and subject leaders as appropriate. Leaders will compare the outcomes in formal assessments with predictions, and the age related expectations that pupils are assessed as currently working at.

**The monitoring timetable will include:**

- Work and marking scrutiny by senior leaders/subject leaders: at least four times a year at each Key Stage (KS)
- Lesson observations linked to performance management: three times a year
- Internal moderation within a subject: twice a year for English and Numeracy
- Moderation between schools, where possible twice a year
- Reviewing assessment data

**Review of assessment data forms an integral part of conversations within the school. Data is discussed:**

- In pupil progress meetings at the end of each half term (6 times a year)
- By governors as part of the headteachers report on attainment and progress across the school
- By link governors when meeting subject leaders

### **Depth of learning**

Bearwood Primary and Nursery school ensures that pupils have greater depth, application of knowledge and independence in their current achievements before moving on to new learning. This is called depth of learning. We achieve this through focusing on teaching and giving opportunities for pupils to explore this important new expectation in order for children (particularly more able pupils) to meet the raised expectations of the new National Curriculum. Only children with higher depth of learning will be able to access the more complex End of Key Stage assessment questions to attain higher marks.

### **Greater Depth**

Integrated Mastery is taught and explored in the classroom in an ongoing manner in most lessons in all year groups 1 to 6 across the year. The more able pupils in each year group are stretched by giving them the opportunity to apply, link, explore and investigate their understanding to become a more independent and deeper learner.

### **Marking and Feedback**

Effective marking and feedback to children is one of the key factors for improving learning through assessment.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just to tell pupils when they are wrong

Our policy on feedback has as its core a number of principles:

- the sole focus of feedback and marking should be to further children's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;

- written comments should only be used where they are accessible to pupils according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is a part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- all pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books using the marking and feedback policy.

Our policy aims to give teachers the room to use the most effective forms of feedback, without insisting on the demands of written marking where it is unnecessary.

#### Feedback in Practice

We believe that feedback is given in three ways:

- Immediate feedback - at the point of teaching
- Summary feedback - at the end of a lesson/Task
- Review feedback - away from the point of teaching (including written comments)

Type	What it looks like	Evidence (for observers)
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support or further challenge</li> <li>• May re-direct the focus of teaching or the task</li> <li>• May include highlighting/annotations according to the marking code.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Some evidence of annotations or use of marking code/highlighting</li> <li>• Improvements evident in books, either through editing or further working</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Timetabled pre- and post-teaching based on assessment</li> <li>• Some evidence of self- and</li> </ul>

	<ul style="list-style-type: none"> <li>• May take form of self- or peer-assessment against an agreed set of criteria</li> <li>• In some cases, may guide a teacher's further use of review feedback, focussing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>• peer- assessment</li> <li>• May be reflected in selected focus review feedback (marking)</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve written comments/annotations for pupils to read/respond to</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>• May lead to targets being set for pupils' future attention, or immediate action</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of work completed</li> <li>• Written comments and appropriate responses/action</li> <li>• Adaptations to teaching sequences tasks when compared to planning</li> <li>• Use of annotations to indicate future grouping</li> </ul>

### **Implementation of Marking**

Please see appendix 1 for marking symbols in books and guidance on comments.

- Marking should be consistent throughout the school.
- Marking provides a formative assessment record and should be used to inform planning
- Children should be encouraged to be "First markers" and check their work before giving it to the teacher for comment or marking.
- Children will be given opportunities for marking practice on their own - and their peers- work.

### **RECORDING**

Records are made using the detailed tracking to track the small step teacher assessments made in the classroom. The school uses pupil tracker (SPTO) which will then automatically bench mark each child against the national curriculum, so that the teacher can see the attainment and progress against the national curriculum. There should be regular assessments of pupils' knowledge of individual concepts and ideas and their capacity to use their knowledge.

### **Implementation of Recording**

- Recording will identify a successful link between planning and learning outcomes.
- Achievement of the national curriculum objectives for English, mathematics and science are recorded as working at emerged, developing or secure half termly on

pupil tracker, with predictions of ARE and Progress made in those subjects for the end of that academic year.

- Individual records are developed through entries made daily on pupil tracker through the assessment of the pupils' knowledge of individual concepts and ideas and their capacity to use that knowledge.
- Teacher's records will include photographs, work in their books and notes as a source evidence for having achieved the objective.
- Samples of individual children's work that represent attainment in a particular subject are collected in files by the headteacher and maintained throughout the academic year.
- Use of a tablet to use assessment entry using a touch-screen device.
- In Foundation and Key Stage 1 all records are kept throughout the Key Stages.
- Teachers keep Reading Records for each of the groups of children.
- Children and parents are strongly encouraged to comment in their Reading Diaries

## **REPORTING**

Reports will highlight achievement and progress. They will include indications of areas for future developments. Written reports given annually to parents. Oral and written reports are given to parents each term.

### **Implementation of Reporting**

<b>Autumn Term</b>	Parents' introduction to class meeting Parent Teacher meetings
<b>Spring Term</b>	Parent - Teacher meetings Follow up termly report
<b>Summer Term</b>	Parent - Teacher meetings Annual written report with an account of each child's progress in all subject areas.
<b>All Year</b>	Open door policy to discuss attainment and progress Access to online reporting on SPTO for all year groups

The Foundation Stage report will use the Foundation Stage Profile as a basis to inform progress against the Early Learning Goals with some reference to the National Curriculum.

Key stage 1 and 2 reports will be on the child's attainment and progress in each subject and highlight the pupil's effort. The reports will inform parents whether their child is working at the age related expectations or above. Teachers will pinpoint the aspects of



the curriculum in which pupils are falling behind, and recognise exceptional performance linked to the objectives set out in the Curriculum. A curriculum newsletter explaining what the children will be learning is sent out at the start of each term. The curriculum overview is also available on the school website. <http://www.bearwood.poole.sch.uk/>

Separate SATs results records sheet for Year 6 and Year 2

## **RESPONSIBILITIES**

### **Class Teachers**

It is the responsibility of the class teacher to:

- Ensure that all class work and homework is marked regularly.
- Ensure that when marking takes place any unfinished pupil work is subsequently completed. (It is recognised that on occasions work will not be completed due to the constraints of time )
- To keep records of assessments using detailed tracking on SPTO
- Explain markings, comments and assessments to the pupils when appropriate.
- Ensure that assessment information informs further curriculum planning.
- Instruct the Teaching Learning Assistant to mark appropriately

### **Teaching Learning Assistants**

It is the responsibility of the Teaching Learning Assistant to:

- Mark as directed by the class teacher
- Mark in accordance with the Marking, Assessment, Recording and Reporting Policy
- Inform teachers of the children's progress when appropriate

### **Others (e.g. supply teachers)**

- When somebody other than the class teacher has marked work, they will sign and date to indicate that they were responsible for the lesson.
- The class teacher will be responsible for overseeing the marking in order to inform the next steps in learning.

It is the responsibility of the Senior Leadership Team to ensure that any supply teacher is familiar with the school's Marking, Assessment, Recording and Reporting Policy and expectations outlined in the policy.

### **Subject Leaders' responsibilities:**

- To ensure that the Marking, Assessment, Recording and Reporting Policy is followed consistently throughout the school.
- Monitor teacher's Individual Assessment Records on a half termly basis.
- Ensure the implementation of the policy and that marking is regular and informative.
- Ensure that there is consistency in recording marks and detailed tracking assessment awarded to individual pupils.
- Ensure that the policies of individual subject policies correlate with the Marking, Assessment, Recording and Reporting Policy.
- Subject Leaders (and the Assessment Coordinator) will monitor samples of children's books each term and report back at next staff meeting.

### **Assessment Leader**

In particular, it is the responsibility of the Assessment co-ordinator to:

- Monitor the consistent use of the policy across the school and to report back to the Senior Management Team on a regular basis.
- Coordinator may also call special assessment meetings to maintain the high profile of assessment in school.
- Monitor the marking

## **Appendix 1**

### **Guidance on marking**

The following is guidance to teachers on how to approach the writing of comments at the end of a piece of work.

In the early years setting and Key Stage 1, it may be more appropriate to mark with the child and tell the comments rather than write them down.

Some stamps and/or stickers may also be used.

**Written work** (in English e.g. word/sentence/comprehension work/long writing; in science; in humanities et. al.)

Approximately 2 positive comments and 1 comment highlighting areas to be improved (i.e. 'ways forward') should be written wherever possible.

Comments depend on the child's personal targets/objectives of the lesson/learning outcomes of the lesson/markings focus that week. Dialogue between the teacher and the child should move the learning forward.

Children are given 'PEN TIME' each morning to reflect on their previous learning and to move forward in their learning, understanding the next steps.

### **Maths**

Two positive comments and one area to improve should be written when marking key objectives.

### **Further Requirements**

All work will be dated and have a clear objective or title written by the child or the class teacher. Where a child has clearly not understood the learning intention, crosses will not be used but the teacher will invite the child to discuss later on.

Not every spelling mistake should be corrected, only those words that the child should reasonably be expected to know and only enough mistakes to enable the child to learn from the corrections.

Any person marking the child's work other than the class teacher should always sign each page, initial and date the work.

## Appendix 3

### Bearwood Primary and Nursery School - Marking and Feedback

#### When marking teachers at Bearwood will:

- Use a pink highlighter pen to identify successes and a green highlighter to
- identify the areas to respond to and develop
- Ensure that all work is marked on a regular basis.
- Ensure that verbal feedback is an integral part of daily teaching.
- Children will have the opportunity to respond to marking and feedback during the first thing task as appropriate, ensuring that **all** children have the time to reflect and respond.
- Consider the knowledge, skills, application, progress, challenge, support, targets and next steps to learning in order to meet the individual needs of each child
- 

#### Marking code

*Quality Marking: The emphasis of the marking should be on both successes and improvement needs against the learning intention. At Bearwood we will use the following step by step strategy:*

- S** - Individual pupil work that has been supported by an adult
- T** - Work that has been undertaken in a small group with Teacher support
- TA** - Work that has been undertaken in a small group/individually with TA support
- I** - independent work, no adult support other than class input.
- VF** - verbal feedback given

**Highlight** learning intention and places where the child has written the best aspects against the learning intention. This can be with a comment on why highlighted is deep marking. **Highlight** shows the child where they need to respond and develop their learning. This will be followed by a comment written at the bottom of the work, with a reference to the highlighted area. E.g. Can you up level the sentence by using two different openers?

**Highlight** will indicate areas where an improvement can be made and will use closing the gap comments. This should prompt the children to make corrections, see below.

**Useful closing the gap comments are:**

- a reminder prompt: Remember to...
- a question prompt: How you think the young boy felt?
- $37 + 38 =$
- a scaffold prompt: The monster was so angry that he....
- modelling: The young boy was so surprised that he did something which he lived to regret..

$$\begin{aligned}48 + 64 &= (40 + 60) + (8 + 4) \\ &= 100 + 12 \\ &= 112\end{aligned}$$

**Marking secretarial features:** Spelling, punctuation, grammar and handwriting should not be asked for in every piece of writing because children cannot effectively focus on too many things in one space of time.



What do the marking symbols in my book mean?

LEARNING, ENJOYING,  
& SUCCEEDING  
TOGETHER!

**Who did you work with?**

T = Teacher

TA = Teaching assistant.

I = independent

S = Supported

V.F = verbal feedback given

G = guided group

## What you did well.

If your work is **highlighted** in green this shows where you can improve your work/ next steps to learning

If your work is **highlighted** in pink this shows where you have progressed in your learning

## What you can improve on:



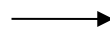
Think about



tricky words



Sounds

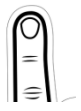


Write in this direction



**SP** spelling mistake.

Up level



Finger space missing



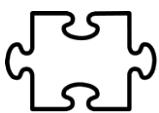
Check your tense.



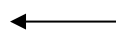
Missing word - can you write it in?



Letter reversal



Conjunction



Start at the line

**Cc** Check you capital letters.

● Full stop missing.

// New paragraph needed.

\_\_\_\_\_ Write on the line

? Re-check



Look again

