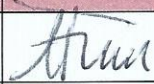
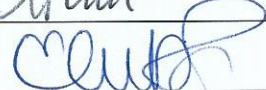


# Assessment, Recording and Reporting Policy

Policy Number : POL-TAL-005

Issue : 3

Status : APPROVED

APPROVED	Date	Name	Signature
School	25-2-14	A. FINN	
Governing Body	25/02/14	E. GIBSON	



## CHANGE HISTORY

Issue Number	Issued On	Next Review Due	List of Changes
1	11/05/11	July 2011	Initial version
2		July 2014	Amended and updated
3	11 Feb 2014	10 Feb 2016	Marking codes added. Header added to each page.





## 1. ASSESSMENT, RECORDING AND REPORTING

Improving learning through assessment is aided by the provision of effective feedback to pupils who need to understand what they have done well, and what they need to improve, and how.

At Kettlefields Primary School, we believe that all children are entitled to regular and informative feedback on their learning as part of the ongoing cycle of assessment.

### 1.1 Aims

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning, and the next step;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- provide a dialogue between teacher and child;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

Marking should highlight positive aspects, and be clear and appropriate in its purpose – it needs to be constructive and the outcomes need to be an integral part of planning if it is to impact upon learning.

### 1.2 Effective feedback

We believe, at Kettlefields

- Focuses on the learning objective/success criteria
- Lets the children know how well they've achieved
- Lets the child know what they need to do to improve or extend learning
- Lets the child carry out improvement on the work or revisit the skill or apply their learning



## 2. Marking procedures

### 2.1 General

The Learning Objective (LO) will be present on all written work, however the detail of the LO will be age appropriate.

- LO will be marked with **A** / 😊 when achieved
- LO will be marked with **PA** / 😊 when it has been partly achieved
- LO will be marked with **MS** / 😞 (more support) when the outcome has not been achieved

Where the LO has not been achieved or there is a misconception, there will be a possible explanation or example.

A **coloured pen** which contrasts the pen/pencil used by the child will be used for marking and feedback.

When oral feedback is given, this too, needs to be linked with the learning objective

*Comments will focus on only one or two areas for improvement at any one time*

### 2.2 Procedure:

- In ALL subjects some HFW/focused/technical vocabulary should be corrected with the correct word being written near the error/or in the margin (up to 3 unknown words can be written out at the bottom for children to copy).
- Work should be marked using professional judgement and taking the child's ability into account
- In Maths misconceptions should be shown correctly next to the error
- Dots will be used to indicate if work is incorrect

*Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning*





**Procedure:**

- Children will self-evaluate their learning using a coded face or traffic light symbol and comment when applicable:



*Errors that were made by many children should not be the subject of individual comments, but should be noted in planning*

**Procedure:**

Common errors will be evaluated in teachers planning and will be addressed during following sessions

*Feedback may also be given by a teaching assistant in order to praise or to move learning forward*

**Procedure:**

- Teaching assistants will receive training and guidance and will therefore mark work as teachers do
- Teaching assistants need to feedback to class teachers any child who has made good progress/ concerns in order to inform the next stages of learning for future planning
- TAs will initial at the end of a piece of work when they have supported/marked the work

### 3. MARKING CODES:

To ensure consistency and understanding, the following codes for marking pupils' work have been agreed to be written at the end of each piece of work:

I = Independent  
S = Support  
GG = Guided group  
PW = paired work  
GW = group work  
VF = verbal feedback  
PA = peer assessed

These are displayed in all classrooms



## 4. Numeracy

In numeracy, it is expected that once a week, intense marking takes place where a task is given to the children which could consist of a closing the gap, consolidation or moving on activity. Below are suggestions for the possible feedback activities

### Closing the gap

Rewrite or model a question

Remember to...

You can...

Tips for improvement (advice)

Prompts e.g. what happens when

### Consolidation

Can you write 2 addition sentences with the numbers 2,5,7?

Give true or false statements – can children explain?

Word problems

Is there a pattern?

### Moving on

Does this work for...

What happens when...

Challenge: Now show me...

Provide next level of question

It is essential that time is planned in for the pupils to complete the activities and afterwards further feedback on the task may be required.

## 5. Literacy

In Literacy, the concept of '2 stars and a wish' will focus marking with two positive comments and either a challenge, consolidation, comment or a close the gap task to take learning forward/consolidate concepts. This focus marking should take place at least once a week for English.

As in numeracy, time needs to be planned in for the pupils to complete the tasks.

If children are to develop as independent learners, with an awareness of their own progress, the gap task could be in the form of:

- a question
- a cloze procedure
- up levelling a sentence/word
- changing something
- adding something





## 6. Science

In Science, the concept of '2 stars and a wish' is used where appropriate (as Literacy) at least once per unit of work.

## 7. Conclusion

We believe that marking and feedback provides a vital link to raising both self-esteem and standards, by giving our children the confidence and skills to improve.

It is a wasted effort if children are not informed by feedback and cannot progress as a result of it.

Children are expected to read and respond to comments made and it is essential that time should be made for this.

### **Child Protection Statement**

*At Kettlefields Primary School the welfare of the child is paramount. All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and sexual identity have the right to protection from abuse. All suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately. All staff and volunteers in school have a responsibility to report any concerns to one of the designated child protection officers.*

### **Equalities Impact Statement:**

1. Has this policy fully considered the School's Equality objectives and statement agreed on 28 March 2012?  
[Yes]
2. Are there any impacts of the School's Equality objectives and statement on this policy  
[No]
3. If "Yes" are these clearly described and their impact assessed within the policy document?  
[Yes / No – delete as appropriate]