Woodend Farm school
Kindness comes in many forms

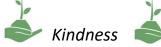# Marking and Assessment Policy

Version: January 2024 V1.2

Original Issued: January 2023

Author: Nicola Overland

Kindness   Belonging   Believing   Achieving

RECORD OF POLICY AMENDMENT / HISTORY

Version / Issue	Updated by	Date	Reviewed/ Approved By Governors	Reason for Change
V1.0 – initial draft	Nicola Overland	06/01/2023	26/01/2023	New policy
V1.1	Nicola Overland	03/01/2024		Updates
V 1.2	Nicola Overland	15/01/2024	24/01/2024	Updates to marking codes.

Kindness *Belonging* *Believing* *Achieving*

Contents

Kindness   *Belonging*   *Believing*   *Achieving*

Rationale

The purpose of marking is to give both formative & summative feedback to pupils to aid their learning and support with planning, relevant activities. Marking should primarily allow pupils to understand how to improve the standards of their work by positive comments and guidance about how to progress to the next stage/level, 'next steps'. We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

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 self-esteem and aspirations, through use of praise and encouragement;
- Give a clear general picture of how far they have come in their learning,
- Offer them specific information on the extent to which they have met the learning challenge, and/or the individual targets set for them;
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- Share expectations;
- Gauge their understanding, and identify any misconceptions;
- Provide a basis both for summative and for formative assessment and inform individual tracking of progress;
- Provide the ongoing assessment that should inform future lesson-planning

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 help our children understand what they need to do next to improve their work;
- To ensure our children have the skills to engage with assessment, promoting independent learning.
- To allow teachers to plan work that accurately reflects the needs of each child;

Kindness   *Belonging*   *Believing*   *Achieving*

- To provide regular information for parents that enables them to support their children's learning;
- To provide the Head of School and Board of Governors with information that allows them to make judgements about the effectiveness of teaching and learning in the school.

Planning for assessment

We use our school's curriculum plans to guide our teaching and to give details of what is to be taught to each year group. In our medium term plans we also identify opportunities for assessment within units of work. We use relevant National Curriculum documents, related strategies and schemes of work to guide and support our teaching. We use the assessment guidance in these strategies to help us identify each child's level of attainment. We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to challenge each child's level of ability. We make a note of those individual children who achieve above or below the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the attainment and progress made by the class and all data for reading, writing and maths is entered into the school's tracking system – Evidence for Learning.

Learning Objectives:

The learning objectives at Woodend Farm School state the new knowledge or skills that the pupils are aiming to achieve / develop within the lesson. As a school we align our learning objectives to those set out in the national curriculum and through assessments we will ensure that the pitch of these learning objectives suits the level of understanding of our pupils. Some learning objectives will be in place across a series of lessons for pupils to continue to aim towards. Pupils will sometime need to continue to work on the same learning objective the next day if they haven't yet managed to achieve this. Our learning objectives all begin with the word, 'To'.

Steps to Success:

At Woodend Farm School we use Steps to Success to break down the learning objectives down into small achievable steps that suit each student on their learning journey. Within a classroom, pupils may each be working on different steps to success for the same learning objective. Our steps to success all begin with the words, 'I can' and teachers and LF's will be marking the learning according to these steps and indicating to pupils if these have been achieved.

Kindness   *Belonging*   *Believing*   *Achieving*

Recording learning and outcomes:

Learning across the curriculum is recorded in pupils' books and through Evidence for Learning. In books the Learning objectives along with each pupils' 'Steps to Success' are stuck in at the start of the lesson so that pupils and staff can reflect on progress towards these and assess if outcomes have been achieved. In addition, social, emotional, and physical and academic progress are monitored for all students that attend Woodend Farm. Individual, personalised learning targets are set based on the student's EHCP targets and own ability. Evidence is collected from each piece of learning that matches these targets through photographic, verbal and written sources and recorded on Evidence for Learning.

For each subject, learning outcomes are taken from the Long-Term and Medium Term plans and progress is monitored in line end of year expectations for each students' assessed level of understanding. Data from this monitoring is recorded on Evidence for Learning daily for each subject. Social and emotional progress is assessed through thrive assessments and these are updated on a 6-weekly basis on thrive online and daily evidence towards this is accumulated through evidence for learning. Academic progress is also assessed through end of unit assessments and ongoing formal assessments each half term.

Data is analysed on Evidence for Learning on a half-termly basis through Insights. Following this analysis meetings will then take place with class teachers to review the data and address any areas of need.

Assessing academic progress:

The following assessments will be used to measure and record progress in core subjects each half term:
-       Numeracy – White Rose end of unit assessment for each half term / end of unit if a unit is longer than a half term.
-       Reading + Phonics – Read, write inc. phonics assessments 1, 2 and 3 depending on level of phonics knowledge. Reading assessment booklets to assess reading comprehension.
-       Writing – Big writing tasks each half term linked to topic and independent writing tasks which are 'cold' writes (no input). These will be assessed using our writing assessment framework on Evidence for Learning.
Spelling – Spelling assessments using framework of expected spellings for each year group. These will be practised and assessed on a half termly basis.

Assessing and reporting on engagement in learning:

Alongside subject based assessments and social and emotional assessments each pupil's engagement will also be measured in lessons and across a series of lessons.

Kindness   *Belonging*   *Believing*   *Achieving*

This will be recorded on Evidence for Learning and will use the engagement continuum attached below (appendix 1). This will score engagement under four categories from reluctant to outstanding.

Principles of our marking and feedback

- The school has a standardised approach to the marking and feedback of all pieces of work.
- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- The marking should always be in accordance with the learning challenge and the child's own personal learning targets.
- The child must be able to clearly understand the marking and be given time to do so.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in their own learning. This includes sharing the learning objective and the key expectations for the task right from the outset. Pupils will have the learning objective and steps to success stuck in their books for recorded work to allow marking and feedback to address these directly.
- Whenever possible, marking and feedback should involve the child directly and take place within the lesson or soon after. The younger the child, the more important it is that the feedback is oral and immediate.
- Written comments should be neat and legible.
- Feedback may also be given by a teaching assistant, through peer review, through plenaries and in group sessions.
- Feedback can be used to identify a particular area of difficulty.
- Errors that were made by many children should not be the subject of individual comments but should be noted in future planning.
- Marking will normally be done as 'live' marking or before the next lesson in that subject, although this may not always be possible for longer pieces of work.
- Each piece of recorded work should be acknowledged by the class teacher or learning facilitator in the form of written comments linked to the Learning outcomes and success criteria so that pupils' feel their work is valued.

Organisation / Method

Feedback can be both verbal and written. Teachers will mark in **green**, support staff will mark in **Pink** and pupils in **purple**, to identify who has given feedback.

Our marking code:

Kindness   *Belonging*   *Believing*   *Achieving*

Code	Means
✓	For correct work
I.W	Independent
V.F	When verbal feedback has been given
G.W	Group Work
S.V	Some Verbal Prompting
F.V	Full Verbal Prompting
V.A	Verbal answer has been given by pupil. Grammar to not be corrected, adult to write their name to show who wrote it
P.P	Physical Prompting
M	Modelling
C	Copied

For the development of spellings, teachers and LF's will circle an incorrect spelling that the pupil needs to practise and then record above or next to this word the correct spelling to practise. Teachers' marking should have a formative comment that indicates what they have achieved and how they could make it even better. Comments should refer to Lesson objectives and steps to success. Wherever possible these comments should be written within the lesson alongside the pupil to aid their learning. Summative statements can be used in addition for assessed work.

Next steps address the need for pupils to make small steps in their learning therefore these are a crucial part of our assessment procedure. **Next steps should be identified on pupils work at least once a week per subject. Pupils should be aware of these. Opportunities to work on these next steps must be planned for as soon as possible with evidence of progress in pupils' work.**

Pupils should be given opportunities to be involved in the marking and assessment of their work. Self or peer assessment should be encouraged if possible. Verbal comments should be evidenced on stickers and put into pupil's books. Stickers will be used by LFs and support staff to record feedback on learning outside the classroom. Staff can use a variety of methods to evidence comments, including signs, pictures etc.

Kindness   *Belonging*   *Believing*   *Achieving*

Reporting to Parents/Carers

We have a range of strategies that keep parents/carers fully informed of their child's progress in school (EHCP meetings, parent consultation meetings and annual reports). We encourage parents/carers to contact the school if they have concerns about any aspect of their child's work. Each term we offer parents/carers of children with an EHCP the opportunity to meet their child's teacher. During the summer term we give all parents/carers a written report of their child's progress and achievements during the year. A copy of the template for the parent reports is attached to this policy - Annex 2.

Kindness   *Belonging*   *Believing*   *Achieving*

Annex 1 – Engagement in Learning Continuum

Reluctant R	Compliant C	Engaged E	Outstanding O
The learner displays no desire to learn or try tasks with adult prompting.	The learner displays some desire to learn and will try small tasks with support.	The learner displays the desire to learn and will engage with support they require.	The is passionate about learning and actively tries to seek out further knowledge.
The learner does not listen to instructions and does not follow them.	The learner follows some basic rules and follows some of these.	The learner listens to all rules and follows them.	The learner listens to all instructions and follows all on the first time of asking.
The learner does not ask or answer questions in class.	The learner answers a few questions in class.	The learner asks and answers questions in class.	The learner actively seeks out more information independently from the teacher.
The learner does not show respect to the teacher of their peers.	The learner shows a non-disruptive level of respect to the teacher and their peers.	The learner shows respect for others and actively takes turns when talking.	The learner helps enable others and works with their peers to come to a common outcome

Kindness   *Belonging*   *Believing*   *Achieving*

Annex 2 – Sample end of year report for parents

End of Year pupil report

Name:

Overview of the year and progress:

What's gone well:

Even better if's:

Next Steps:

Social and emotional development including Thrive:

English including Reading

Target:

Kindness   *Belonging*   *Believing*   *Achieving*

Maths

Target:

Topics

Target:

Evidence for Learning Highlights of the year:
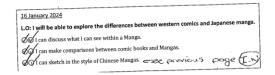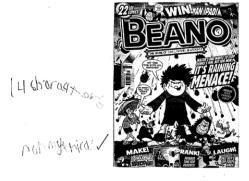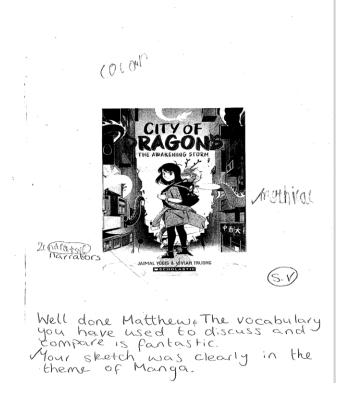
Appendix 3: Exemplar of marking expectations:

16 January 2024

L.O: I will be able to explore the differences between western comics and Japanese manga.

I can discuss what I can see within a Manga.

I can make comparisons between comic books and Mangas.

I can sketch in the style of Chinese Mangas. *see previous page* (I.N)

colour

(4 characters

not mythical ✓

colour

2 (characters
narrators

mythical

(S-V)

Well done Matthew. The vocabulary
you have used to discuss and
compare is fantastic.
Your sketch was clearly in the
theme of Manga.

End of Document