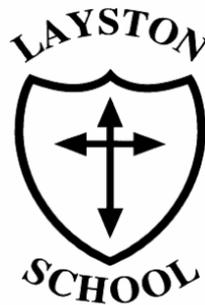# Layston C of E First School

Assessment, Presentation and Marking Policy

Reviewed Nov 2020
Review due Nov 2022

Policy Review

This policy will be reviewed in full by the Governing Body bi-annually.

The policy was last reviewed and agreed by the Governing Body in November 2020.

It is due for review in Autumn Term 2022 (up to 2 years from the above date) by the Governing Body.

Signature …………………………… Date ……………………

Head Teacher

Signature ……………………………. Date ……………………

Chair of Governors

Our School Vision

At Layston we believe in the reality of God in our lives and the Christian Values that guide and inspire us. We are bold in our application of Christianity to transform relationships and take the Gospel intent of **"love one another"** as a blue print for making active choices in our day-to-day lives together. We foster awe and wonder through a creative curriculum that underpins and promotes our love for learning. We are **inclusive** and **nurture** each person as a child of God with every chance to shine.

Our primary aim is to create a caring Christian community in which Christian values and beliefs permeate the whole of school life. Links with the church and community are vital, providing an ethos, which results in a meaningful and unifying sense of purpose.

Policy Statement

At Layston First School we believe it is important to instil a sense of pride in the children, which in turn should be reflected in the presentation of their work. We believe that by setting the children high expectations it will encourage them to work towards self-improvement and reach their potential in standards of achievement.

At Layston First School we also believe that all children should experience feedback and marking which enables them to make progress and move forwards with their learning and recognise their achievements.

We aim to:
- Always make children aware of the learning focus for each piece of work with 'Tips for Success' explained.
- Links to prior learning are made to enable children to build on their knowledge and skills. Pupils are encouraged to recall their prior learning.
- Embed the principles of Assessment for Learning during the teaching session to enable children to be successful. Strategies such as providing instant feedback, planning in the moment, pausing for reflection, checking against tips for success, review and practice of skills to inform teaching and learning, time for children to respond to feedback.
- To check children's understanding of the learning and address misconceptions immediately.
- AFL identifies the focus for the next teaching session and children that require additional support, targeted for next session or pre-teaching.

- Provide children with constructive written feedback through the marking of their work that enables them to take their learning forward.
- Where required we set individual targets in relation to the child's ability and needs.
- Set high standards of expectation from the children in the presentation of their work;
- Instil in the children a sense of pride in their work by making explicit, acceptable standards of presentation in their work;
- Help children to realise that presentation is not more important than the content of their work, but that it is an important aspect of their work;
- Offer the children through both oral and written comments, a caring, supportive atmosphere within which they can be guided to improving their presentation and reach their full potential.

Guidelines for the marking of children's work.

- We use the WALT acronym (We Are Learning To) for each lesson as the basis of both verbal and written feedback. SEE MARKING SYMBOLS SHEET.

- We regularly mark pieces of work using pink and green highlighters. Pink (*tickled pink)* for areas where the success criteria has been achieved and green (*green for growth*) for an area for growth and development. When marking in this way we highlight areas in pink which show where the child has achieved the success criteria and an area in green to show a place where they could improve their work. When used, our feedback comments are in pink or green ink. When prompts are used the child is given time to respond. These prompts can be of 3 types:

- Reminder prompt: For example: 'Say why this happened' or 'Remember to use FS.'

- Scaffold prompt: For example: 'What kind of monster was he? Change the word bad and use a more scary word'.

- Example prompt: For example: 'Choose one of these words instead of bad – ferocious, terrifying or evil'.

- We allow time during the school week for the children to absorb any comments written on their work.

- In addition we encourage children to:

    o Self-reflection and peer mark and make collaborative improvements.
    o The children may use coloured pens to show their improvements or correct their work following teacher feedback.
    o All staff model the school's handwriting policy in their written feedback to children.

All of the work that the children produce must be marked in a consistent way throughout the school so that children are very clear about our expectations of them.

Children must be made aware of the purpose of each task and focus for marking. Our system of marking has been agreed with all staff to ensure that quality purposeful marking, verbal and written feedback is given to children in a meaningful way for them to understand and move forward in their learning .

Clear symbols have been agreed which include pictorial representations for KS1 and Early Years children (Appendix 1).

In order to have progression and continuity in the presentation of work it is essential there is a mutually developed policy. Therefore the following guidelines have been compiled in order to support the children in the presentation of their work at our school.

General guidelines

- Teachers should write pupils' names and subject title on the book cover or stick on a label;
- Doodling is not permitted in or on exercise books;
- Pupils should be discouraged from writing with a blunt pencil;
- All books to have covers.

Guidelines for presentation of children's work.

Page Layout (when child is drafting)

DATE

LEAVE A LINE
WALT

Pink or green dot/smiley face = child self-assess at the end of task
underneath WALT
==Teacher highlights WALT in pink if achieved== or ==green if not==
Hatched pink line across the WALT if partially achieved
Verbal feedback (VF) and support (S) also shown on work
A GREY Dot = not sure if achieved/partially achieved

Alternatively teachers provide WALT labels for the children which are stuck at top (sometimes bottom) of page

Y1- short date only

Y2 and KS2- short date maths /long date literacy

KS2 - Date and WALT underlined

There are three broad overarching forms of assessment, each with its own purposes
Day-to-day in-school formative assessment, for example:
• *Question and answer during class*
• *Marking of pupils' work*
• *Observational assessment*
• *Regular short re-cap quizzes*
• *Scanning work for pupil attainment and development*

In-school summative assessment, for example:
• *Monthly writes*
• *Short end of topic or unit quizzes*

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• Reviews for pupils with SEND including individualised intervention outcomes and liaison with outside agencies such as Speech and Language Therapists, the Specific Learning Difficulties Base and Educational Psychologists.

Nationally standardised summative assessment, for example:
• Phonics screening test at end of Year 1
• National Curriculum teacher assessments at the end of Key Stage 1

We use a range of formative and summative assessment across the school that are age and stage appropriate and meets statutory requirements. See DfE for Statutory assessment arrangements. Staff receive regular CPD to support enhanced understanding of assessment protocols.

<u>At Layston we affirm</u>

• Learning involves both thought and action in context.

• Learning is a mediated activity – tools and artefacts have a crucial role.

• Learning is social and collaborative – people develop their thinking together.

• Assessment alongside learning, not as an after learning event.

• Assessment of group learning as well as that of the individual.

• Done by the community – role for self-assessment, peer-assessment and teacher assessment. This is shared with parents and families are given opportunities to hear their children and teachers talking about their own learning achievements and areas for development.

• Achievement captured and reported through narrative accounts and audio-visual media.

• Holistic qualitative and quantified judgements.

The purpose of in-school summative assessment is to evaluate pupils' learning and progress at the end of a period of teaching.

Assessment without levels has given Layston the opportunity to develop approaches to assessment that focus on teaching and learning and are tailored to the curriculum of the school. To this end we use:

-the Herts for Learning (HfL) assessment tool kit which enables us to track pupil performance (progress and achievement). All data is entered into the assessment management system (AM7) we use across the school.
- Headways 'I Can' Statement tool kits to support medium and short term planning and individual formative assessment.
- Tapestry electronic learning journal system is used in Reception for recording
- Pupil, parent, child conferencing in the spring term.
- Boxall profile

All teachers are responsible for the performance of their children, including those with SEND, in line with teaching standards. The HT/SLT and CT's meet once a term for in depth pupil progress meetings. Assessment data is added termly to AM7. Children in receipt of the PPG have their progress tracked half termly by the HT/SLT. Progress, plans and interventions are reviewed more frequently.

We believe that assessment should be inclusive of all abilities. It should be used diagnostically to contribute to the early and accurate identification of children and young people's special educational needs and any requirements for support and intervention. For pupils with recognised SEND, assessment considers meaningful ways of measuring all aspects of progress including communication, social skills, physical development, resilience and independence. The Boxall profile is used for both formative and summative assessment for children who would benefit from the additional tailored support.

Children with SEND have their progress tracked at least half termly by the CT and/or SENCo. The SENCo meets termly with the headteacher, after teacher progress consultations, to discuss the progress and achievement of pupils on the SEND register. Where appropriate we use the associated toolkit Pivotts to monitor performance; this is especially so where the child is following an alternative curriculum. We also use the Wellcomm Screening speech and language assessment tool in Early Years.

We are part of a RIB valley cluster group and undertake interschool cross phase moderation, in addition to statutory external moderation. We also moderate with our principle feeder middle school Edwinstree and share CPD with them. This ensures robust moderation practice.

The Mastery curriculum and Mastery in assessment.
In the new National Curriculum 'mastery learning' is a specific approach in which learning is broken down into discrete units and presented in logical order. Pupils

are required to demonstrate mastery of the learning from each unit before being allowed to move on to the next, with the assumption that the vast majority of pupils will achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but all will get there in the end.

At Layston assessment is built into this process. Following high-quality instruction, pupils undertake formative assessment that shows what they have learned well and what they still need to work on, and identifies specific and frequently personalised activities to help them do this. After undertaking such activities (or alternative enrichment or extension activities for those who have already achieved mastery), pupils may retake a parallel assessment.

As the new National Curriculum is premised on this kind of understanding of mastery, at Layston we presume the vast majority of children will aspire to, and every teacher should promote, mastery within the curriculum. In so doing we aim to foster a 'can do' attitude towards learning (a growth mind set). Mastery is about deep, secure learning for all, with the extension of able students (more things on the same topic) rather than acceleration (rapidly moving on to new content). For example, in mathematics lessons teachers might assess mastery through formative questions that focus on the different aspects of the concept being assessed. The questions can be used to uncover a pupil's reasoning behind the answers, enabling the exploration of the concept in greater depth so identifying and addressing any misconceptions. Other reflective learning strategies include:

10 word plenaries

Class Mind maps

Learning Partner talk

Use of smiley faces and traffic lights

Jotting down 1 thing learnt at end of session

Answering a reflective question- either verbal or scribed and written on post- it note

Concept cartoon

Marking symbols

Green highlight box = fill in correction

Ⓢ = Support (+ adult initial)

Ⓘ = Independent work

✔✔ OR ☺ Well Done

CL Capital Letters

FS Full Stops

Finger Spaces

Read and Check

VF Verbal Feedback

sp. (thay) spelling error

^ insert missing word