**Nightingale Primary School**

**Marking and Assessment for Learning Policy**

**Marking and Assessment for Learning Policy**

**Marking Rationale**

Marking children’s work is a vital part of teacher, peer and self-assessment. At Nightingale Primary School our aim is to ensure all children will have their work marked in such a way that it will improve their learning, develop their self-confidence, raise self-esteem, allow them to take ownership and provide opportunities for self-assessment and personal target setting. Marking and feedback can be oral or written, but should always have a positive impact.

We aim to develop independent learners who have the ability to seek out and gain new skills, knowledge and understanding. We want our children to engage in self-reflection and to be able to identify the next steps in their learning. To this end, we aim to equip children with the desire and capacity to take charge of their learning through developing the skills of self-assessment.

As a result of this policy, there will be greater consistency in the way that children’s work is marked and the involvement of children in the marking and assessment process across the school.

At Nightingale Primary School, all children’s work will be marked regularly and consistently. Marking of children’s work can have different roles and purposes at different times and should involve both written and verbal feedback provided individually by the teacher where possible and appropriate. Teacher, peer and self-marking will be linked to the daily learning objectives and steps to success. These will have been clearly identified in planning and on stickers in the children’s books. Time will be built in during lessons to reflect and respond to marking.

**Implementation**

The following agreed procedures for marking and feedback of children’s work will be implemented by all staff.

**Range of AfL strategies in use at Nightingale:**

* Random talk partners
* No hands up and the use of lolly sticks
* Self and peer assessment
* Steps to success and non-negotiables
* Habits of mind
* Celebration displays (Proud writers)
* Non-verbal praise signals (marshmallow claps, cheese grater, firework)

**Teacher marking**

***Great, groovy green and build on it blue***

**English and writing:**

* Teachers use green highlighters/pens to highlight the work and sticker to show where objectives are met or exceeded; blue highlighters/pen to indicate where children can improve or extend their work.
* At the end of a piece of work, a maximum of two clear, succinct fix its should indicate the area for improving e.g. edit punctuation, improve adverbs. If a teacher or teaching assistant has given verbal feedback on the fix its, VF should be written next to them.
* Green comments may be made at the teacher’s discretion linked to the learning

e.g. You worked hard to improve your paragraphs.

* Children will address the blue marking and edit their work at the start of the following lesson or Friday’s editing session. This should be shown in purple pen ‘Purple Polishing time’.
* In English lesson or writing across the curriculum, blue marking should focus on basic skills expectations and non-negotiables for that year group. If all spelling, grammar and punctuation is accurate, a challenge related to the learning objective may be set.
* Teachers will pay attention to phonics and spelling patterns in literacy work and across the curriculum where appropriate.
* Handwriting issues must be addressed: diagnostic feedback in their books, teacher modelling and VF, blue fix its modelled in books. Blue fix its for children who are not meeting expectations. Focus on size, formation and orientation, particularly in KS1.

**Maths:**

• Teachers use green highlighters/pens to highlight the work and sticker to show where objectives are met or exceeded; blue highlighters/pen to indicate where children can improve or extend their work.

• At the end of a piece of work, a blue shape will indicate the next step for children to complete at the beginning of the next lesson.

A blue circle will involve re-teaching of ‘Learning Intention’ with an adult to clear any misconceptions;

A blue triangle will be a consolidation task

A blue square will be an extension activity to move the learning on.

* Green comments may be made at the teacher’s discretion linked to the learning

e.g. You worked hard to improve your addition work today.

* Time must be made available for children to address the blue marking and edit their work at the start of the following lesson. If there are one or two incorrect calculations from the previous day’s task, they must be corrected by the child and re-marked by the teacher – if more calculations are incorrect then the child needs further input.

**Science and Foundation Subjects:**

* Teachers use green highlighters/pens to highlight the sticker to show where objectives are met or exceeded.
* Any feedback given related to ‘Habits of Mind.’

**Self and peer marking:**

* There will be an increased amount of self and peer marking evident in books.
* Children will be encouraged to highlight their own work in relation to the objective set in green and blue.
* Children will also have opportunities to mark their talk partner’s work in green and blue, either in a pair together, or by swapping work. Children’s work could be put on the visualiser and marked together to model and help children improve their own work.
* Green and blue highlighting will be used in conjunction with child generated steps to success as it makes the process and outcome even clearer for the child.

**Marking codes (English and writing):**

|  |  |  |  |
| --- | --- | --- | --- |
| **Step** | **Marking** | **Example** | **Appropriate marking for assessment standard** |
| 1 | Indicate the spelling or punctuation error directly using blue pen/highlighter and use the following margin codes:**P** in margin – punctuation error**SP** in margin | I went on the trayn. Don t rush! | Not on track |
| 2 | Indicate the spelling or punctuation error more generally by highlighting the whole word. Allows for an element of independent problem solving. Using blue pen/highlighter and use the following margin codes:**P** in margin – punctuation error**SP** in margin | I went on the trayn. Don t rush! | Not on track |
| 3 | Use the margin codes only to Indicate the error on the same line:**P** in margin – punctuation error**SP** in margin | SP I went on the trayn. **P** Don t rush! | Not on track |
| 4 | Write at the end of a paragraph or block of text**‘Check your spellings’**This is suitable for independent work to use for assessment at the expected standard or greater depth from Y2-Y6. | On trackGreater Depth |

A maximum of 3 spelling and 3 punctuation errors should be identified in any one piece. These should focus on current year group or previous year group spelling errors and common exception words.

**Weekly Marking Expectations in English and writing:**

* Every lesson’s sticker must be highlighted by an adult.
* A detailed teacher mark at least once a week with 2 clear fix it
* Peer assessment at least once a week:
	+ - Redrafting and editing stations
		- Paired mark using author and coach
* ‘Purple Polishing Time’ must take place at least once a week (Friday after assembly) and then whenever the teacher feels is appropriate as part of the writing process

**Weekly Marking Expectations in Maths:**

**•** Every lesson’s sticker must be highlighted by an adult.

**• Twice a week** next steps will be in the form of a symbol ( , and ) which relates to a task will be completed by the children. It must be marked before the next lesson.

• **Twice a week** a ‘Check It’ or ‘Think It’ in relation to previously taught ‘Fundamentals’ must be completed. It must be marked before the next lesson.

• Incorrect calculations corrected by the child must be re-marked by the teacher.

• The tasks relating to the , and must be shown in the planning slides.

**Weekly Marking Expectations in Destination Reader:**

* Work in reading journals is not required to be marked as ‘on the spot’ verbal feedback is provided to the pupils.

**Weekly Marking Expectations in Science and Foundation subjects:**

* Every lesson’s sticker must be highlighted by an adult.
* Any feedback given related to ‘Habits of Mind.’

**Assessment Rationale**

At Nightingale we believe that effective, accurate assessment and focused action planning by teachers, support staff and members of the Senior Leadership Team will ensure that all children make outstanding progress over time at our school.

The emphasis is placed on pupils ‘keeping up, not catching up’ with short-term interventions put in place as quickly as possible if pupils begin to fall behind. Our effective systems ensure that no children are ‘invisible’ and the personal learning needs of all children are met.

Paperwork surrounding the tracking and monitoring of pupil progress is kept to a minimum and is designed to be both supportive and useful. In particular, care has been taken in the design of our systems to ensure that teachers’ time is not spent filling out forms and producing data in alternative formats.

By ensuring assessment information is factual, accurate and evidence based prior to any Action Planning Meetings, the majority of time can then be spent looking ahead and creating an effective class Action Plan. This will include both Professional Development objectives for the teachers and focused, individual goals for children or small groups in the class.

Action Plans will be effectively resourced including the fluid and accurate deployment of Support Staff with the skills to meet identified needs across the school. This will be recorded on a whole school Deployment Plan. Ongoing monitoring activities will seek to ensure that the objectives set in the Action Plan for the class and the Deployment Plan for the whole school are met.

**The Fundamentals:**

The Fundamentals approach to assessment reflects the mastery approach to learning and supports the premise of ‘no learning left behind’. It is a binary secure-fit model.

Key learning outcomes have been identified for the end of each academic year, for reading, writing and mathematics which we refer to as The Fundamentals. The majority of children work towards their chronological age-related Fundamentals in order to be ready for the next year of study. Their progress towards these end of year outcomes is checked in a variety of ways. Children have met these outcomes when they demonstrate that each objective has been mastered.

We recognise that children are making the small steps towards each objective during the year. This is best formally recorded at the end of the year.

Our approach to assessment aims to:

• Ensure no learning is left behind.

• Enable all children to know their strengths and areas for development.

• Ensure that children progress in and across lessons.

• Ensure that in planning learning lessons are amended to ensure that teaching and learning is responsive to the needs of all children.

• Gather information about the progress and attainment of individual pupils, groups and cohorts, which is used to set specific targets, and identify strengths and areas for development in learning.

• Inform parents of their children’s progress on a regular basis.

• Monitor and record the attainment and progress of individuals, groups and cohorts.

• Inform key stakeholders and the Governing Body about progress and attainment.

• Support teachers in their continuing review of learning on a consistent basis in order to identify gaps and misconceptions.

**The Three Aspects of Assessment**

**In School Formative Assessment**

In school formative assessment is used to evaluate pupils’ knowledge and understanding on a day to-day basis and to tailor teaching accordingly.

• Formative assessment is used daily to assess knowledge, skills and understanding, and to identify gaps and misconceptions.

• A range of methods are used to evaluate pupil understanding and enable teachers to be responsive to the needs of the pupils.

• Pupils across our school play a pivotal role in the assessment process, providing a useful insight into their own understanding through peer and self-assessment processes.

• The model for assessment ensures pupils with SEN and disabilities are assessed appropriately and effectively in line with the purposes and principles of inclusive assessment.

Ongoing assessment makes up part of the teachers’ repertoire of pedagogical strategies:

|  |  |
| --- | --- |
| **Formative assessment strategy**  | **Purpose** |
| Planning | Identifies valid learning and assessment objectives to ensure progression in the delivery of the curriculum. Next steps identified in lessons feeds into short term planning and focus groups are planned for. |
| Sharing learning intentions and steps to success | Pupils and teachers are clear about the learning. Steps to Success provide a structure to assess learning within each lesson. |
| Feedback | Feedback is meaningful and can be verbal or written. It is diagnostic and informs pupils of successes and next steps providing clear strategies for improvement. |
| Peer and self-assessment | Pupils are taught how to evaluate their own learning and the learning of others. They identify opportunities to extend, consolidate or improve their learning. |
| Questioning  | Questioning promotes thoughtful, purposeful and focused dialogue. It can be used to assess pupils’ understanding. We use talk partners and mini whiteboards to give opportunities for the whole class to feedback. This is used as a checkpoint to assess learning. |
| Prove its: Check its Think its Beat its (Maths) | Teachers use a range of mini assessments to provide ongoing opportunities for children to apply their learning. We know that just because we have taught it doesn’t mean children have learnt it. As a result, we use a range of ‘prove its’ to check that the learning has ‘stuck’. |

**In School Summative Assessment**

In school summative assessment enables our schools to evaluate how much a pupil has learned at the end of a teaching period.

• All summative data is recorded centrally. It is used alongside teacher assessment to identify strengths and gaps in learning.

• Summative assessment is targeted and appropriate for informing our teaching and learning.

• Standardised commercial tests have been validated and are administered in line with test protocols. The information provided is then used by teachers to feed into next steps for children. This is done as part of a moderation process and is well grounded, ethical and supportive of our approaches to teaching and learning.

• We are aware of the strengths and weaknesses of different approaches to assessment and as a result deploy a range of strategies to support teachers to make judgements. Standardised tests are used to support the accuracy of teacher assessment.

Summative assessment strategies are used to support teacher judgements:

|  |  |
| --- | --- |
| **Summative assessment strategy**  | **Purpose** |
| Weekly assessment  | Each week we assess children’s skills and understanding through a range of short tests or ‘Prove its'. Spelling tests and arithmetic, and times tables tests take place regularly.  |
| Maths assessment  | We use a combination of half termly tests and teachers’ self-made tests (tests its) to assess the learning at the end of each half term. |
| Phonics assessment  | Each half term children are assessed in RWI. Phonics screenings are completed termly for Y1 children. This enables children to be placed in the appropriate groups to support and challenge the acquisition of synthetic phonics. |
| Reading assessment  | In KS1 Teachers carry RWI assessments and Benchmarking half termly. In KS2, termly Star Reading Assessments assess the fluency and comprehension of pupils to ensure they are reading texts at an age appropriate level |
| Writing assessment  | Each half term children carry out an independent piece of extended writing for teachers to assess children’s acquisition of skills |
| Commercial test papers | We use a range of commercial tests to assess children’s learning at summer for Y1, 3, 4 and 5. Teachers then carry out a gap analysis and use their findings to back up their teacher judgements. |

In this light, we would consider the summative examples above to in fact be formative. Although they enable us to make a judgement of learning at a key point in time, when used effectively, they also help improve future performance.

**National statutory testing**

National standardised summative assessment is used by the government to hold schools to account.

• The EYFS profile is completed for each child who will be 5 years old on, or before 31st August each year (Reception age). The EYFS profile gives the child’s attainment in relation to the 17 early learning goals (ELG) descriptors and includes a short narrative describing the child’s 3 characteristics of effective learning. The EYFS profile was due to become non-statutory from September 2016. The DfE has now confirmed that the EYFS profile will remain statutory for the 2017-2018 academic year.

• At the end of year 1 pupils will be assessed through the phonics screening check. Pupils will be scored against a national standard. Pupils who do not meet the required standard in year 1 will be re-checked in year 2.

• At the end of KS1 and KS2 pupils will be assessed in reading, writing, maths and grammar, spelling and punctuation. They will be given a scaled score and a ‘performance descriptor’ against the expected standard. Our approach to teaching, learning and assessment is designed to ensure all children leave our schools with the attributes and capabilities to be life-long learners.

**Tracking attainment and progress**

The Primary Fundamentals Tracker is a comprehensive online tracking tool and is used for tracking The Fundamentals in the core subjects. The tracker is used to support both formative and summative assessment. We also recognise pupils make small steps towards each outcome throughout the year.

A bespoke approach is used for students with complex special needs and for pupils accessing learning below their chronological age. In the foundation subjects, assessments are undertaken at the end of each learning unit and used to inform the assessment of learning outcomes at the end of each year. A formal evaluation of learning, including analysis of cohorts, groups and subjects is undertaken at the end of each phase (KS1 and KS2). This information is used internally by class teachers, subject leaders and senior leaders.

**Monitoring Process**

The systems for monitoring pupil progress at Nightingale are cyclical with a timescale that allows Action Planning Meetings to take place once per term (see diagram below).

An emphasis is placed on ensuring that data is accurate and moderated before any Action Planning Meeting takes place. Evidence that is used to inform judgements includes; work in books, ReadWriteinc assessments (KS1), Star Reader Assessments (KS2), ‘Prove-its’ and ‘check-its’ for maths across the whole school and independent writing tasks identified in writing books by the use of a coloured border page.

**Action Planning Meeting Agenda**

Step One – Celebrating Success. What’s been going well for the class?

Step Two – Headline Figures. How are the class as a whole progressing towards their targets?

Step Three – What are the Professional Development goals for the teacher that will make a difference to all children? (Recorded on Action Plan)

Step Four – Who are the individual children who require focus for the next term and how will their needs be met? (Recorded on Action Plan)

## Monitoring and Review

## The Senior Leadership team & phase co-ordinators will be responsible for monitoring the implementation of this policy by scrutinising books, looking at examples of work and carrying out learning walks fortnightly. The desired outcomes for this policy are improvement in children’s learning and the raising of standards across the curriculum. Children will be proud of their work and feel a greater sense of achievement and ownership.