

Bankwood Community Primary School

Encouraging pride, progress and responsibility

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ASSESSMENT, MARKING, RECORDING AND REPORTING POLICY

Assessment

We believe in assessment that promotes learning. To achieve this we are working towards a position where assessment in our school:

- Is an important part of our whole approach to teaching and learning
- Is about helping each child to improve
- Involves sharing learning goals with pupils and where appropriate providing children with examples of work to illustrate the goals
- Provides information for teachers which helps them plan the next stage of learning
- Aims to help pupils know and recognise the next level they are aiming for
- Involves pupils in self assessment
- Provides feedback which leads to pupils recognising their next steps and how to take them
- As part of the process of understanding the next stage in learning involves both teacher and student in understanding, reviewing and reflecting on assessment data
- Provides information for parents which helps them understand their child's current attainment and future learning needs

What is an assessment?

Any time a teacher or other adult or child looks at and responds to a piece of work there will be some assessment taking place. Teachers have clear learning expectations for each unit of work: it is the feedback given to pupils either verbally or in writing as they work towards these outcomes which is the vital part of most assessment. This process is discussed further in our marking and feedback policy.

We carry out more formal assessments in English and Maths twice each year, using QCA materials in Summer and other materials in January, in order to provide validated information on pupil progress, with a national curriculum level allocated to each child's work. This can often allow comparisons with the performance of other pupils in our school and in other schools. These assessments also allow the head teacher and Governors to get information on important aspects of the work of the school.

In writing these more formal assessments are always moderated by a group of teachers.

In other subjects assessment is generally informal, with teachers assessing how well the objectives for a unit of work have been met. This may sometimes involve the use of an assessment task which is built into the planning.

In all these assessments the standards are taken from the national curriculum and other QCA guidance.

Formal assessments are also carried out as required by the Learning Support team in order to help us understand the needs of children with special needs and thus plan and prioritise support.

Marking: Principles

In our school marking and feedback are intended to help children improve their work and should be related to the learning intentions of the lesson.

It is sometimes appropriate simply to acknowledge a child's efforts with a 'well done' or similar.

Verbal feedback can be much more powerful than written feedback

Teachers need to consider at the planning stage which pieces of work are to be responded to in some detail in writing and whether this detailed response will be for all children.

Children need time to respond to written or verbal comments

Other children and adults can provide feedback

Time spent on marking is wasted if it does not influence the planning and delivery of future lessons

Guidelines for marking

These are intended to support consistency of marking throughout the school and should be communicated as appropriate to parents and children:

- Criteria for marking/feedback should normally be based on the learning outcomes planned for the lesson. These should be explained to the children and on display in the classroom.
- The feedback to the child should often be in whole class, group or individual discussion as well as through written comments
- Where feedback has been through talk a 'T' should be written at the end to show that discussion has taken place
- When providing feedback both children and adults will often use the 2 stars and a wish approach: two stars = 2 successes in relation to current objectives. The wish = one area for improvement indicating how this can be done.
- Which pieces are to be marked in more detail should be decided at the planning stage and indicated on the planning documentation.
- When marking writing sometimes only part of the work needs to be responded to in detail
- It is better to respond in detail to a group than superficially to the whole class so long as all groups are covered over time
- The correction of spellings should be in the context of the child's ability to learn the spellings corrected or the teacher's judgement that the error was careless! We do not want to discourage children from using adventurous vocabulary which they try to spell the best they can. (a maximum of 3 corrections of errors which are not careless is a useful guideline; how many careless errors are corrected would depend on individual circumstances!)
- When children respond to their own or to each other's work they must be given clear criteria to use
- When marking is a matter of correctness children may mark their own work
- Before any detailed marking or feedback children should either alone or with a partner respond to their own efforts, often using '2 stars and a wish'. The traffic light system can also work well here: red means 'I do not understand', amber means 'nearly there but need some help with...', green means 'ready to move on'.

- After any detailed marking or feedback children must be given opportunities to 'bridge the gap' between their first effort and the intended objectives
- Merit stamps should be given regularly for particular effort or achievement
- The marking code should be used as follows:
 - T means talked about
 - S means come and see me
 - Tick means correct: good point; well done.
 - Double tick means excellent point, very well done.
 - . means incorrect; C over the dot acknowledges a correction
 - Sp means spelling mistake on line (with the spelling underlined if the child needs this support)
 - ? means doesn't make sense
 - ^ means word or words missing
 - P means punctuation error
 - // means new paragraph needed

Recording

Teachers should only keep records that will in reality be referred to later.

In English and maths this means in the mark book recording who did not achieve or exceeded the expectation of a unit of work. For English this may best be done by recording information alongside the names of children in their guided reading and writing groups.

For Maths the best method may be to record names and comments under headings related to the different areas of the subject: e.g. multiplication, shape, angle.

In other subjects this means making a judgement against the key objective at the end of each unit and recording those who have exceeded or fallen short of the main expectation.

Reporting

We will report verbally to parents in Autumn and Spring and provide a written report, including outcomes of QCA and Year 6 tests, in Summer.

The report can be built up over the year and contains:

- A written comment on English and maths
- Judgements against termly objectives in other subjects plus normally a one sentence comment
- A general comment about behaviour and attitude
- Tick boxes to summarise effort and attainment in English and maths with attainment assessed against national curriculum standards