Signed by the Governing Body:
Agreed by the Governing Body: October 2018
Review date: Autumn 2021 or earlier if required.

1. Aims

1.1 Throughout assessment, recording and reporting we aim to:
- Discover what the pupils have learnt;
- Ensure that pupils have the opportunity to assess what they have achieved and to think about their next steps;
- Identify pupil's future learning needs;
- Provide a common system of recording for the whole school;
- Include evidence of achievement in all areas;
- Keep parents / carers informed of their child's progress;
- Aid purposeful discussion with pupils, teachers and parents / carers.

2. Assessment

2.1 Assessment is part of the learning journey. Formative (assessment for learning) and summative assessments have an important part to play in the learning process. Formative assessment takes place during learning, allowing teachers and pupils to assess progress on the learning journey. Summative assessments sum up what the pupil has achieved at the end of a period of time, relative to the learning aims and to national standards.
The following assessments take place in school:
- Marking and feedback – informs planning, next steps and aids identification of specific learning difficulties;
- On-going checks of spellings and number facts;
- A variety of pre and end-of-unit assessment activities to inform tracking;
- Regular self and peer assessment;
- Reviewing progress on personal targets;
- On-going assessment during the Foundation Stage, in line with the Foundation Stage Profile;
- Unsupported writing assessments at least once per half term;
- SATs – Year 2 activities / tests during May, Year 6 tests in May – set week;
- Phonics Screening Check June Year 1 and retakes for Year 2;
- HeadStart end of term tests in reading and mathematics for years 1 – 6;
- Annual NGRT tests in reading – Year 1 to Year 6 in September to give reading age;
- Termly spelling tests – from Year 1 to Year 6;
- Specific diagnostic tests for pupils with SEND.

3. Marking and feedback

At Gilmorton Chandler we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

The Education Endowment Foundation research shows that effective feedback should:
- Redirect or refocus either the teacher's or the learner's actions to achieve a goal;
- Be specific, accurate and clear;
- Encourage and support further effort;
- Be given sparingly so that it is meaningful;
- Put the onus on learners to correct their own mistakes, rather than providing correct answers for them;
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **meaningful, manageable** and **motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Marking is a form of assessment informing both teacher and pupil. It is the culmination of a discrete teaching process and the beginning of a new one by the teacher while for the pupil it is an assessment of performance, skill development and understanding. Marking and feedback assists and supports pupils, promoting a sense of value and motivation, informing and enhancing their learning, identifying ways in which they are able to take their learning further.

Feedback should empower children to take responsibility for improving their own work. Feedback occurs at one of four common stages – immediate feedback (at the point of teaching), summary feedback (at the end of a lesson or task), next lesson feed forward (further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished), summative feedback (tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study). See Appendix A.

3.1 Marking is positive and inclusive. Successes must be identified and children should feel encouraged as a result of the marking process. We aim to mark consistently throughout the school in order to:

- present children with positive feedback and provide guidance for improvement to extend or support learning;
- be a two way process – when children are given comments and tasks they are expected to respond;
- be purposeful - any tasks that the children are given as a part of the marking process should have clear purpose;
- be meaningful to the children;
- be supportive of the children's needs;
- encourage children to feel proud of their work;
- check that children have demonstrated the appropriate skills, knowledge and understanding required of the learning objective;
- correct misconceptions and be correctional (numerous mistakes usually show an error in understanding, meaning follow up intervention is required);
- be reflective of the high expectations we have of grammar, spelling, punctuation and calculation;
- be reflective of the high expectations we have of handwriting and presentation;
- inform the assessment process to further inform planning.

3.2 Marking in practice:
Whilst we aim to mark consistently, this does not mean marking everything in an identical way. The age and ability of the child, the subject and the nature of the learning objective, will necessitate different approaches.
Teachers are responsible for the marking in books and are accountable for this. Teaching assistants may mark some work – this may be at the time of learning or after working with a group. Teachers mark in pen, but never in red or purple. All work is returned to the children as quickly as possible so that they can effectively respond to comments. Children will respond and make corrections using their purple pen. The purple pen is also used by the children to self-edit. All pieces of work will be titled with an, 'I can statement,' or a 'L.O' starting with, 'To' or a learning question – LQ. The teacher will highlight the LO, LQ or I can statement using a traffic light system. If a child has been highlighted red or amber then this should be followed up with re-teaching or consolidation and a commentary should be provided to support this process. All work should be dated by the pupil or teacher.
PLEASE NOTE MARKING IN EYFS, Y2 AND Y6 MAY DIFFER FOR THE PURPOSE OF EXTERNAL MODERATION WHEN EXTERNAL GUIDANCE IS FOLLOWED INSTEAD.
ADDITIONALLY, WHEN UNDERTAKING RESEARCH AND DEVELOPING A NEW POLICY, THIS POLICY MAY NOT BE APPLIED SPECIFICALLY.

Teachers are clear in their understanding of the difference between marking and feedback that is simply identifying corrections and marking that is developmental, using both as effective tools.

Correctional marking: Correctional marking is used in all pieces of work and addresses errors in spelling, grammar, punctuation and calculation. It reinforces our expectation that the high frequency words, grammar, calculation processes and skills appropriate to each year group should be inherent in all learning. Children are expected to correct errors in these so that they become embedded in every piece of work. Correctional marking does not necessarily relate to the learning objective for that lesson and may just address previous learning.
If a piece of work requires decoding or transcribing to aid understanding then this will be done by an adult, in either pen or pencil, depending on what the child has used initially.
The number and type of spelling corrections given should be in line with the child's ability. They can be asked to respond in a variety of ways, including copying out, hangman style, using a dictionary, correcting prefix or suffix or adding to their spelling logs.

Developmental marking: Developmental marking is specific to the learning objective for that lesson. It extends the learning, addressing any misconceptions that have occurred and encouraging the children to explore and explain their thinking. Teachers give the children developmental marking tasks to complete in English and maths as appropriate. Suitably challenging tasks might include asking the children to explain their findings, identify their errors, highlight what they have done well and why, and to rewrite part of their work in order to improve it. See Appendices B and C.

Marking symbols to be used at an age appropriate level after feedback

V further verbal feedback
AS/PS adult support / peer support
I if a child has started to work with an adult and has then gone to work independently
SA/PA self assessed and peer assessed
SP spelling error
CL capital letter
FS full stop
? question mark
! exclamation mark
P punctuation
G grammar
∧ missing word
- incorrect answer which needs correcting
✓ correct
⌐ – indicates next steps for learning

 - indicates KS1 sticker award
1HP – indicates KS2 house points
RT - Re-teach
PT - Pre-teach

- The children are aware of and regularly develop the success criteria for the marking of a piece of work.
  - ➤ Reminder e.g. reminding the child of the success criteria
  - ➤ Scaffold e.g. modelling to clarify the success criteria
  - ➤ Example e.g. providing examples that demonstrate progression

4. Assessment for learning
4.1 Every teaching and learning task offers assessment opportunities. Key features of assessment for learning are:
- Being clear about the learning goals and the success criteria by which learning will be judged.
- Using effective questioning techniques that provide opportunities for assessing knowledge and understanding.
- Valuing all responses, views and opinions and encouraging pupils to view errors as learning opportunities.
- Giving specific, constructive feedback, which indicates how pupils improve and the steps they need to take in order to do so.
- Giving time for learning to be absorbed.
- Encouraging pupils to reflect upon their learning and to monitor their own progress by means of self and peer assessment.

5. Moderation
5.1 It is important that assessments are moderated to ensure consistency within school, across the trust and with nationally agreed age related expectations. This happens through:
- Liaison between teachers within school – including learning walks and book scrutinies.
- Area of Learning Co-ordinators monitoring work samples and discussing issues individually or in staff meetings.
- Trust schools moderation.
- Local Authority moderation.

6. Recording
6.1 Teachers are required to keep a range of records to show curriculum coverage and pupil progress. These include:
- Long term curriculum overviews for each year group
- Medium term plans for all subjects / areas of learning

- Plans for English and mathematics
- Assessment tracking grids (reading, writing and mathematics), on-going updates collected each term
- Other core and foundation subject trackers at the end of each term
- Reading records
- Independent writing tasks in half termly writing assessment books.

7. **Individual records to be kept centrally**
   - Pre-school reports
   - Transfer documents
   - Reception baseline results
   - Foundation Stage Profile
   - Y1 and if required Y2 phonics checks
   - KS1/KS2 SATs results
   - SEND information
   - Important letters
   - Reports to parents
   - All FSP, SATs, tests and teacher assessment information is held in year-group files held in the Headteacher's office. The Headteacher has overall responsibility for issues relating to Assessment, Recording and Reporting.
   - Management Information Systems are used to provide information on individuals, groups and cohorts, to gauge progress and help to set targets.

8. **Records to be kept by class teacher**
   - Assessment tracking grids (reading, writing and mathematics)
   - Reading records
   - Writing assessment books
   - Assessment tracker sheets for science and foundation subjects
   - Class test record sheets
   - Special Educational Needs and Disability information
   - Portfolio of Achievement – work selected termly and collated at the end of Year 6.

9. **Transfer to Secondary School**
   - SATs results and teacher assessments, copy of Year 6 report, SEND information and confidential information.

10. **Target Setting**
    - National curriculum age related targets are set at the beginning of each year, after consultation between the Headteacher and class teachers and prior attainment is the minimum expectation.
    - Class and pupil targets may be included as part of teachers' performance management objectives.

11. **Reporting**
    - Information to parents, outlining areas of study for the year ahead, is sent out at the beginning of each academic year.
    - October – Parent/carer/teacher consultation evening including review of pupils' progress.
    - February – Parent/carer/teacher consultation evening including review of pupils' progress.
    - June – Progress day – parent/carer/teacher consultation.
    - July – Annual report (and SATs/phonics results when applicable) on individual children to parents / carers with the option to meet the teacher to discuss if necessary.
    - Notes regarding particular achievements or minor concerns may be exchanged in the Home-School Diary.
    - Parents / carers and teachers may request meetings to discuss concerns.
    - Each term meetings are held with the parents of SEND children to discuss pupil passport, progress and specific concerns etc., as appropriate.

12. **Monitoring and Evaluation**
    - CEO and SLT to discuss targets, school procedures and self evaluation.
    - Feedback from parents / carers at individual meetings with the class teacher, SENDCo or Headteacher.
    - Staff discussion concerning procedures and their effectiveness.
    - Discussion at local governing body.
    - This policy will be reviewed in three years or earlier if required.

Appendix A: Feedback stages

Type	What it looks like	Evidence (for observers)
Immediate	- Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork etc. - Takes place in lessons with individuals or small groups. - Often given verbally to children for immediate action. - May involve use of an adult to provide support or further challenge. - May re-direct the focus of teaching or the task.	- Lesson observations - Learning walks
Summary	- Takes place at the end of a lesson, task or activity. - Often involves groups or whole class. - Provides an opportunity for evaluation of learning in the lesson. - May take the form of self or peer-assessment against an agreed set of criteria. - May take the form of a quiz, test or score on a game. - May guide a teacher's further use of review feedback, focusing on areas of need.	- Lesson observations - Learning walks - Self and peer assessment - Quiz, test scores etc.
Feed forward – the next step is the next lesson.	- For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work. 'Do nows' are analysed daily and errors and misconceptions addressed in subsequent lessons, in particular in maths.	- Lesson observations - Learning walks - Evidence in books of pupils editing and redrafting their work in purple pen
Summative	'Check it' activities – after several weeks. - End of unit or term tests.	'Check it' activities in books - End of unit or term test results

Appendix B: Proof reading and editing in writing lessons

Most writing lessons should be followed up with an editing lesson where children receive whole class feedback about strengths and areas for development and direct teaching about to help them identify and address their own weaknesses.

Teachers will have looked at children's work soon after the previous lesson and identified strengths and areas for development, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content. Where individual children have done particularly well or badly at something, s/he will make a note and use these in the lesson as teaching points.

The editing lesson will be divided into two sections

1. Proofreading - changing punctuation, spelling, handwriting and grammar mistakes.

2. Editing - improving their work to improve the composition.

The proofreading section will usually be short: about 10 minutes or so, whereas the editing element may take the rest of the lesson.

The teacher will share extracts from children's work – e.g. *within the proof reading section*, showcase someone whose letter heights have the ascenders and descenders just right, then ask children to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights. Then s/he might share a section of text with poor punctuation (anonymously or made up) and reteach the class the various punctuation rules. They might then point out some spelling errors that several children are making, and remind children of the correct spelling and how to remember it. Children will then have a short period of time to proof read their work, checking for similar errors and putting them right. Children sit in mixed ability pairs and support each other in the identification and correction of mistakes in purple pen.

Within the editing section of the lesson, e.g. the teacher might show a different couple of pieces of work where children have described a character very well, pointing out what it is that has made the description so vivid. The teacher might then share a less good example which might be from an anonymous or fictional piece. The children would then suggest together how this might be improved. Then in their pairs they read together each other's work, and suggest improvements, alterations and refinements which the author of the piece then adds – in purple pen to help the teacher see what changes the child has made.

Intervening when children find editing hard
A few children will need more support than this in order to be successful at improving their own work. Younger children in KS1 in particular may need more support as they learn to become more independent, although many young children are quite able to edit and proof read independently after teacher modelling. **As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support.** Some children may need **a gentle prompt** to narrow down their focus when looking for mistakes, for example a written comment alerting them that there are some missing full stops, without telling them how many or where. Or a simple pointer – 'description' perhaps or 'ambiguous pronouns' or 'figurative language' or 'and then' with a cross through it. This would be in addition to, and not instead of, the teacher modelling editing for these before the independent section of the lesson. Others might need even more support and need to be provided with **clues** to help them. For example, the teacher might need to draw a yellow box around a section of text to narrow down the search area for the pupil, alongside the comment that there are speech marks missing or tenses jumbled or the same sentence structure over-used. Or they might need to write a comment at the end saying there are 5 instances of non-standard English.

Where mistakes are deeply entrenched, or the children are very young and lack confidence, the teacher may need to do some direct work **modelling** how to overcome these: for example, to clear up the confusion with apostrophe use. The teacher might set a group of children an editing challenge based not on their own work but on a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where apostrophes do and do not belong. They might do this instead of editing their own work or as a prelude to it, depending upon their learning needs. But what the teacher is not doing is using a marking code that does all the error identification for the pupil as this takes away any responsibility from the pupil at thinking hard about how to improve.

Sometimes it is children who find writing easy who do not challenge themselves to improve their writing through editing, settling too readily for their first attempt. These children may initially need specific clues about what an ever better piece of writing might look like e.g. set group or individual challenges, "before you've finished editing, you need to have…, use their work in modelling and then expect them to do the same.

Appendix C: Feedback in maths

Less confident children might want to start at the easiest level of work provided, but with instant feedback available, after getting their first few calculations correct, they feel confident to move to the next level.

Another strategy teachers can use is to get children to compare answers in a group and where answers do not agree, challenge each other and try and find where the other person has gone wrong.

Where children are more confident, and finish their work slightly earlier than others, they can deepen their learning through 'diving deeper' tasks.

The onus is always on the learner checking their work and if they've got an answer wrong, trying to identify their own errors. Children need to be taught how to do this purposely; otherwise they think it just means scanning quickly through their work, reading but not really thinking. Checking involves thinking deeply about the work you have just learnt. When you think deeply about something, it is much more likely to get stored in your long term memory, available to be recalled at will.

As an alternative to providing the answers, teachers should sometimes use the visualiser to model ways of checking and then expect children to do the same, in effect '**proof reading' maths**. So for example, children might repeat a calculation in a different coloured pen and check they've got the same answer. For addition calculations involving more than two numbers, adding the numbers in a different order is an even better way of checking. Teachers should model how children can use the inverse operation to go and check they get back to where they started.

With 2 or 3 part word problems, a classic error is to give the answer as the first part of the problem and forget about following through to the second (or third) part of the question. Often, word problems are written with each instruction on a different line, a bit like success criteria. Again, using a visualiser, teachers should show children how to check work as they go, returning to the question and ticking off each line –writing each answer alongside, being really clear they are answering the final question, having done all of the previous steps.

Where children have made mistakes, and are finding it hard to identify where they have gone wrong, a prompt sheet, shared with the class at the start of the lesson, can help. In effect, this is just a process success criteria, but recasting it as a checklist to be used to identify errors means children use it thoughtfully and only when needed.

See example below.

It is important that the children move towards internalising what they are doing (over the course of several lessons) so that they no longer need a written checklist because they have their own mental checklist stored in their long term memory, which they are able to retrieve at will. Giving children work to 'mark' from fictitious other children, which includes all the common misconceptions, is a really good way of helping them develop this.

Appendix D: Minimal marking triangle

can work independently after teacher input

needs a prompt - brief hint as to what needs work

needs some clues - narrow down where problems lie without being too specific

needs modelling showing how to correct errors before working indendently

tell them exactly what to correct and where
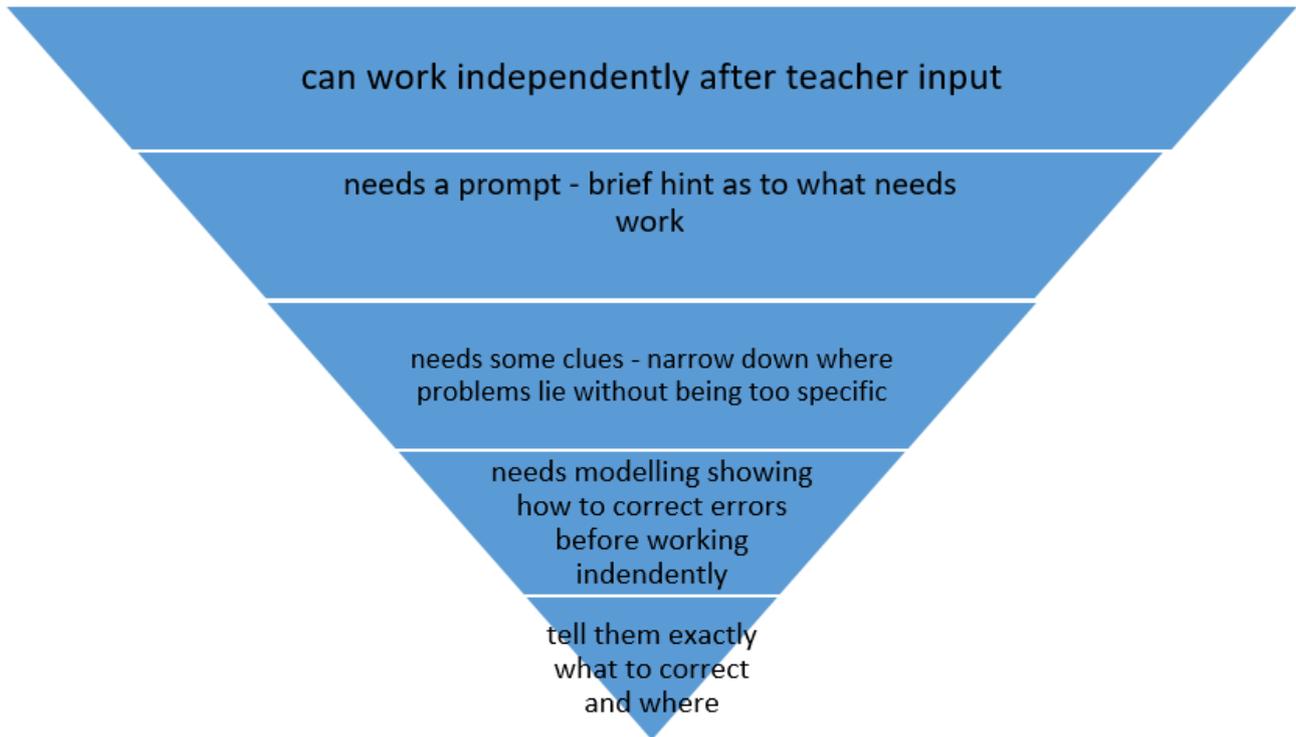
Start out with the assumption that all children can work independently given prior input and only increase the amount of intervention if the pupil really can't get on without it. Give children take up time; let them struggle for a bit, but above all, make sure they are the ones doing the hard work; not you.

Self scaffold – prompt – clue – model - correct