

**Winton Primary School**  
**Assessment, Marking and Feedback Guidelines**



We see assessment as the process of gathering and recording reliable and systematic information about children's achievement to inform planning for future progress.

**Principles of assessment**

Assessment should:

Allow the child to demonstrate his / her progress and achievement.

Involve the teacher in planning, organisation, delivery, evaluating and reporting.

Give a complete picture of the child through including comments from the child and parent.

**Purposes of assessment**

- To provide continuity in teaching and learning.
- To enable children to reach the highest levels of attainment of which they are capable and develop positive self esteem.
- To inform curriculum planning and find out where to go next.
- To determine that learning has taken place and measure the effectiveness of teaching.
- To keep interested parties informed of the progress of individual parties and provide reports and records to pass on.
- To identify specific learning needs.
- To fulfil statutory requirements and be accountable.

**When does assessment take place?**

We assess formally through observation (planned and recorded), diagnostic and standardised tests and through looking at children's work.

We assess informally through observation, comparisons, class activities, discussion, exchange of information, looking at children's work and listening.

This mixture of continuous and diagnostic assessments is planned over the year;

	Assessments taking place
September	Reading and Spelling ages <i>Visual tracking sheets created; phase leaders confirm cohort profiles</i>
October	Writing assessment <i>Review and agree next-step targets with pupils</i> Parent consultations First recording – Foundation Stage Profile
November	Mathematics assessment <i>Review and agree next-step targets with pupils</i>
December	Reading comprehension assessment <i>Review and agree next-step targets with pupils; Update visual tracking</i>
January	Writing assessment <i>Review and agree next-step targets with pupils</i>
February	Mathematics assessment <i>Review and agree next-step targets with pupils</i>
March	Reading comprehension assessment <i>Review and agree next-step targets with pupils; Update visual tracking</i> Interim report issued, followed by parent consultations
April	Writing assessment (Optional Tests Yrs 3, 4, 5) <i>Review and agree next-step targets with pupils</i>
May	KS2 SATs Year 6 Mathematics assessment (Optional Tests Yrs 3, 4, 5) <i>Review and agree next-step targets with pupils</i>
June	KS1 statutory assessments and Foundation Stage Profile Reading comprehension assessment (Optional Tests Yrs 3, 4, 5) <i>Review and agree next-step targets with pupils; Update visual tracking</i>
July	Annual reports issued <i>Subject co-ordinators and Leadership Team analyse data and share trends</i>

Attainment and progress in foundation subjects and science will be assessed through units of learning identified in the planning. End of unit records will show pupils have 'attained with support', 'understood in the context of the lesson' or 'understood and can apply'.

Where a concern is expressed about the physical development of a pupil this will be assessed against agreed criteria and tracked. If progress is not sufficient referral will be made to appropriate agencies.

Children displaying difficulties with social, emotional or behavioural development will have their progress tracked; a record will be kept of interventions used with an evaluation of effectiveness. Progress will be recorded at the end of the year and passed on to the new classteacher.

### **Principles of marking and feedback**

Marking and feedback should:

Be part of the process of teaching and learning, including verbal feedback.

Identify for both the teacher and pupil where the pupil is and ways forward.

Refer to the learning objective for the session or homework and be completed and shared within a meaningful timescale (not usually longer than a week).

### **Purposes of marking and feedback**

- To acknowledge the learning that has taken place.
- To identify success and celebrate achievement.
- To provide individual guidance in how to improve.
- To identify errors in spelling, grammar, punctuation or calculation.
- To enable children to reach the highest levels of attainment of which they are capable and develop positive self esteem.

### **Symbols**

To support staff, pupils and parents in identifying how learning is completed and feedback given, the following symbols will be used;

✓ correct	Ⓢ	with support
✗ incorrect	ⓔ	edited, after advice
• check this	Ⓒ	collaborative learning
→ next step in learning	Ⓡ	independent learning
△ please discuss this learning with me	Ⓔ	guided group learning
△ <sub>d</sub> discussion between teacher and pupil	ⓧ!	not completed in the time given

These symbols will be shown inside a pupil's books

These symbols will be displayed in the classroom

### **What will be marked?**

- Mistakes in spelling (maximum of three) are identified, and the abbreviation 'sp' placed in the margin. Pupils then write the correct spelling three times.
- Comments will be positive and linked to the learning objective.
- Constructive targets for improvement and challenge are followed up with time for pupils to act upon them.
- Where appropriate and relevant, pupils will have opportunities to evaluate their learning and co-operate in positive peer assessment.

## **Roles and Responsibilities**

### Headteacher/Deputy Headteacher

Lead the development of assessment policy and monitor practice.  
Organise a programme of curriculum, year group and whole staff agreement meetings.  
Be available for consultation at planning stages.  
Order tests according to the schedule.  
Maintain the school tracking system.  
Report assessment information to the Governors and other interested parties.  
Contact person for the LA regarding statutory assessment arrangements.

### Phase Leaders

Monitor and evaluate assessment practice within the phase.  
Maintain the data file for the cohort, sharing progress with all team members.  
Support classteachers through suggesting ways in which to intervene with underattaining and underachieving pupils and monitor progress of these pupils.  
Liaise as a leadership team, with the SENCo, to identify and evaluate interventions to raise standards for all learners.

### Subject Co-ordinators

Lead whole staff agreement meetings in their subjects.  
Monitor consistency of standards in line with the monitoring and evaluation guidelines.  
Use information from assessment to inform planning for teaching of basic skills, on a cohort, class and individual basis.

### Class Teachers

Make assessments in line with the yearly programme.  
Keep records of assessment which will support teacher assessment.  
Review and discuss targets with individual pupils, and ensure these are recorded on individual tracking sheets and shared with pupils and parents.  
With phase colleagues, use information from assessment to inform planning for teaching of basic skills, on a cohort, class and individual basis.

## **Sharing of information**

Parents are welcome to discuss the outcomes of assessment with classteachers, and information is shared through interim and annual reports (please see yearly programme) and at open evenings. Formal parents consultations are scheduled and all parents are welcome to make appointments to discuss their child's progress with the classteacher.

<b>Status</b>	Maintained	<b>Approval</b>	Curriculum committee
<b>Maintenance</b>	Curriculum committee	<b>Role(s) responsible</b>	TLR Enjoy and Achieve
<b>Date effective</b>	October 2008	<b>Date of last review</b>	N/A
<b>Date of next review</b>	October 2010	<b>Date withdrawn</b>	Not withdrawn