



## Wootton-by-Woodstock CE Primary School

Policy Agreed: Feb 2019  
Person Responsible: Valerie Lucas  
To be reviewed: Feb 2021

### Policy for Teacher's Standardised Assessment

2019

### DEFINITION

Teacher assessment is the process by which we respond to childrens' work on a day to day basis. It is about helping children to learn and to encourage them to make the best possible progress. It will involve a variety of strategies and both written and verbal communications.

### INTENT

In responding to children's work we intend to:

- Be approachable consultants/facilitators, being positive towards the children by showing interest, involvement, and care, through encouragement, support, and reassurance.
- Guide learning
- Give prompt and regular feedback
- Show acknowledgement
- Motivate children
- Set targets and expectations
- Inform our planning
- Stimulate developmental progression
- Assess and increase progress
- Correct misapprehensions/misconceptions
- Recognise and reward effort as well as achievement
- Assist classroom management
- Be consistent

### IMPLEMENTATION

All adults who work with our children; teachers, supply teachers, TAs, students, and volunteers, need to be aware of the school's agreed responses. The type of responses employed will depend upon the task, the time available and the age or ability of the children concerned. Staff should be clear about for whom we are marking child, teachers or parents.

#### For adults:

- Annotations should be concise and may show the child's level of understanding, National Curriculum achievement, short term targets, understanding and thinking processes evident from the child's work or comments, effort, attitude, strategies and materials employed by the child in carrying out the task and records of the child's comments.
- Notes for parents may be included, particularly if the work is going home for completion / homework.
- Where teaching responsibilities are shared, notes for the child's class teacher as appropriate.

### **For children:**

- Praise and celebration
- Encouragement
- Suggestions for further work or effective strategies
- Corrections
- Information for the child's use or interest
- Personal responses to work content
- Reference to pace, attitude and curricular targets when appropriate
- Next steps: Questions and tasks for the child to answer or engage in to clarify meaning, understanding or skill and take learning forward

### **WRITTEN MARKING BY THE ADULT**

Marking trails provide clear evidence that marking input has had a significant impact on pupil learning; this equates to in-class progress.

Work is marked in reference to success criteria and learning objectives. Responses are made in relation to these and the quality of presentation, hand writing, grammar, punctuation and spelling.

Comments are positively constructive. They clarify exactly what has been achieved and exactly what needs improving upon.

Next steps guidance is included to encourage pupils to improve. For top tips on next steps marking please see the guidance sheet at the end of this policy.

Written comments must be legible.

Children's work is given due respect and ownership. Written responses reflect this by being discreet in nature, written in blue ink only so as not to overface the learner.

Dates and initials are added to all work when marking.

Notes must be made referring to practical activities when appropriate.

### **PEER AND SELF MARKING**

Peer and self-marking is encouraged using 'I Can' statements and success criteria.

Peer and self-marking may be guided or independent.

Guided marking means...

The adult tells the child what they are looking for and mark to a given criterion. They may be given instructions about how to do this or given clues, for example, 'two stars and a wish'. Children may be engaged in group or class marking led by the teacher. The teacher may model the marking for pupils to learn from.

Children use WALTs and WILFs to check their work.

Independent marking means...

There are no given criteria. Pupils independently use and apply the strategies learnt in guided marking. This may be while they work or may be when they return to work with an instruction to edit, improve and proof read. Children habitually check their work throughout the working process identifying items for editing, improvement and correction and attend to these accurately and effectively.

### **VERBAL RESPONSE**

Quality verbal response is given wherever time allows at the point of learning. Feedback must be used to instruct, explain, suggest, reassure and draw children back to teaching points. This may be on a 1-1, group or class basis, as a mid way or final plenary, Verbal responses are an effective strategy for moving learning on.



## PHYSICAL SIGNS

Physical messages are valued. Tone of voice, facial expression, eye contact, or, for example, actual guidance of the hand to assist directionality of handwriting as well as 1-1 demonstrations are all a necessary part of assisting learners.

## REWARDS SYSTEMS TO BE DISCUSSED

Appropriate reward systems are used at the teacher's discretion after discussion with all staff. Consistency must apply across the school for reward systems to be fully effective. Currently:

Acorns class may use house points and stickers as rewards with suitable discretion. Stickers must not be awarded too freely.

Saplings and Oaks will award house points. Stickers will only be used when as a specific part of a behaviour modification strategy.

Responses should be consistent with and take into consideration the assessment policy.

Agreed response strategies are shared with parents, supply teachers and volunteers so that they can reinforce them.

The school agreed responses apply to all children. These are as follows:

## ENGLISH WHEN ADULT MARKING

Mistakes - a straight line ruled through

***No rubbers used except when publishing***

Spellings - underline and write in correct spelling nearby

Upper / lower case letters should be written in correct places

Missing words or letters should be shown with a ^.

Handwriting should be corrected by example

Child's comments to be recorded in " ".

Unclear meaning will be shown by a ?.

Presentation should be demonstrated

Paragraph corrections will be shown by //.

When children read their work to a teacher this will be scribed in pencil

Green pen activities will be used to encourage peer marking and effective editing

Reading records are kept for comment, refer to English policy.

## MATHS

Incorrect work is marked with a.

Correct work is marked with a ✓

Items which need attention are circled.

***No rubbers are used***

Green pen marking will be used for peer and self assessment

## ALL OTHER SUBJECT AREAS

Marking takes account of the learning objectives, success criteria **and** the standard of English.

Work discussed verbally with the child in class is marked with a letter v inside a circle.

When house points are awarded for excellent work HP will be written at the bottom of the piece of work.



House points are entered on the chart by the pupils in order to engender responsibility and trust.

## **EXERCISE BOOKS ARE USED AS FOLLOWS:**

Handwriting training books- Yr R

Looseleaf paper – Yr R writing

Handwriting books - handwriting

Yellow A4 plain- Yr R/1 writing

Yellow A4 lined books - writing

Blue Squared books / paper for maths – 10mm for Yr 1 and 2; 7mm for Yr 3 and 4, 5mm for Yr 5 and 6

Thin red plain A4 books/ loose-leaf paper for Acorns topic work

Thin green A4/ looseleaf paper for topic work, ie. Humanities, field trips, science?

Looseleaf paper for RE

Slim line books – spellings, 'short' maths activities and Quick 10

Pale green lined books for Phonics

Sketch pads - art and technology

Purple folders for assessment

Manuscript paper for music

Red folders for looseleaf work filing

Line guides for presentation of work and presentation practise

## **LEARNING OBJECTIVES**

Competence is indicated by ☺ next to the title

Partial competence is indicated by ☹ next to the title

Insufficient understanding of the concept is indicated by a . next to the title

## **MAJOR PIECES**

Saplings and Oaks: For assessment or major pieces of work teachers may use WALT and WILF: We Are Learning To, What I am Looking For. The criteria may be written onto 'labels' and stuck into books for simple annotation using the smiley face system above. Children may be asked to assess their own work by annotating using a ✓, ? or . using a green pen using the given success criteria

Acorns: The WALT and the success criteria are stuck into the books at every session for practical reasons.

## **DISPLAY**

Work on display may be in draft or best copy as appropriate.

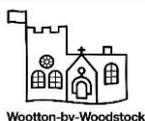
Teachers corrections are 'allowed'.

Names should be pencilled discreetly in the corner.

We need to be clear about the reasons for the work being on display and make these known to the children.

## Appendix One: Examples of Next Step Marking for English

- 'Now write...' tasks with specific instructions
- 'Which joining word should you have used?' type tasks
- 'Tell me more' tasks
- 'Re-write with... e.g. adjectives' to extend knowledge of grammar and improve detail.
- 'Write more about...', 'Write one more sentence...' to encourage lengthier work
- 'Underline... e.g. prefixes/suffixes' to focus/consolidate learning
- 'Now try...' to encourage children to take up challenge
- 'Letter sizes' with examples for pupils to copy and practise handwriting
- 'Now use a ...e.g. prefix in a sentence of your own' to encourage application
- 'Use lower case ... and ... correctly. Write a line of...'
- 'How do you know...' to give children the opportunity to explain thinking
- 'Write these words in the past tense with an example of the spelling pattern being used e.g. doubling the consonant.
- 'Please complete 7-10 ... and...'
- 'Try again here...'
- 'What other joining words could you use?' 'Use your conjunctions card to help you use a wider range" tasks to widen vocabulary used.
- 'Choose two sentences to....' tasks to improve sentence structure or vocabulary used.
- 'Can you use ... and .. correctly in these sentences. Now write two sentences of your own.' Tasks to use homophones correctly e.g. there, their
- 'Where else in the sentence could you have used an adverbial phrase?' 'Rearrange the words to make a different sentence' tasks to improve sentence structure.
- Sentences copied from the child's work for them to add in accurate punctuation.
- 'Edit your work using the checklist to help you '
- 'Use your wordmat/a dictionary to check the spelling of the underlined words.
- Giving spellings to practise at the end of a piece of work



## **Appendix 2: Examples of good next steps marking in maths**

### **Next steps marking to support:**

#### **(Explicit guidance on how to improve)**

- Use a number-line to help you – try this one.
- Times tables might help with this calculation – use a times tables card to support you.
- Use your green pen to circle the tricky bit in this problem. Why was this tricky?
- I know that  $7+3=10$ . How can I use this to find  $8+3=?$

### **Next steps marking to consolidate:**

#### **(Comments trigger small improvements to secure understanding and prepare to move on)**

- I have corrected place value in this calculation. Now set out this calculation correctly...
- Can you see how I have corrected this one? Try this one for yourself.
- (Example calculation given) Is my working correct? Can you explain?
- Can you use this method to solve this problem?(similar/extension question given)
- How many ways can you say this number sentence? E.g.  $23-5=18$

### **Next steps marking to challenge:**

#### **(Children are challenged to develop deep understanding)**

- What if you had... (e.g. twice as much, another dice etc)
- Can you explain why this is correct?
- Are bigger things heavier? Can you explain this?
- How did you work this out? Please explain.
- Is there a pattern here? Explain your thinking.
- How will you know when you have found all possibilities?
- $\text{Odd}+\text{odd}=\text{odd}$ . Can you prove that this is impossible?
- Can you find more examples to prove this theory?
- Greg says “XXXXX”. Is he correct? How do you know?
- Show me a diagram to explain your thinking.
- Can you tell me about a real-life situation when you would use this maths?