

# All Saints' C.E. (C) Primary School

## Assessment and Marking Policy



**'Believe to Achieve'**  
**"Living life to the full" (John 10:10)**

### School Values

**Love + Forgiveness + Friendship + Thankfulness + Trust + Respect = Koinonia**

**With the teachings of Jesus as our guide, we embrace a creative and ambitious curriculum to ignite a passion for learning. We prepare our children for a rapidly changing world by equipping them with critical and creative thinking skills, independence, resilience and respect for our core school values.**

### The Purpose of Assessment and Feedback

Our core purpose as a Church of England school is to maximise the learning potential of every pupil, in line with our Christian school values (Church of England; valuing all God's Children, February 2018).

Assessment and feedback are used to check pupils' understanding, in order to inform future learning. They enable teachers to match their teaching to the needs of all pupils. Verbal and written feedback is used to enable pupils to develop their skills and knowledge and address any misconceptions.

There are two types of assessment: formative and summative.

### Formative Assessment

The main purpose of formative assessment is for pupils and teachers to have a clear understanding of where pupils are with their learning. It enables teachers to identify what teaching is needed to move learning forward, and for pupils to understand what their next steps are. The type of feedback that pupils are given will depend on their age and the context of the learning. The most effective feedback is immediate and linked directly to the child's learning; this may be verbal or written.

### Marking

Marking needs to be manageable, meaningful and motivating. This does not mean that it needs to be universally positive, but that it shows the learner what they have done well, and what they can do to improve and develop their knowledge and skills. All work, including homework, needs to be marked.

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Work is marked using three colours: pink, green and purple.

### Pink for Think



Punctuation errors circled

\_\_\_\_\_ spelling errors underlined

// new paragraph

^ missing word

Challenge question/ show me and example...

Spelling corrections should be underlined and written out correctly on the piece of work. Pupils should correct the error and then write the correction out three times. A maximum of 3 words should be identified for KS1 children to correct and 5 words for KS2 children.

### Green for Good

Comments relating to what has gone well

1 tick = good

2 ticks = very good

3 ticks = excellent

House points can be awarded in green

### Purple for Polish

Children use purple pens to edit, improve their work and to respond to marking.

All children need to be given time to respond to feedback.

Pupils may, where appropriate, self-mark or mark another pupil's work. Teachers should review this marking and acknowledge it with a tick.

### **Summative Assessment**

Summative assessment may take place at the end of a particular unit of work, or at the end of a school year. It informs teachers of how well children have progressed over a period of time. It is used to inform teaching and learning, to inform parents of their child's progress and attainment, and to inform school improvement. Examples of summative assessment are:

- EYFS profile
- SATS assessments

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- Phonics Screen
- End of unit assessments
- Assessment of reading, writing and maths against national age related expectation.

Pupils' attainment of Early Learning Goals, at the end of their Reception Year, is reported in June of that year.

Year 1 pupils' phonics knowledge is assessed in May of that year.

Year 2 and Year 6 pupils complete SATS (Standard Attainment Tests) in May of that year for Reading Writing and Maths. Year 6 also complete an assessment of Grammar, Spelling and Punctuation.

Year 4 pupils complete a times tables test in May of that year.

All of these assessments are nationally reported and compared at a county and national level.

All pupils are assessed against the Early learning Goals or National Age Related expectations twice a year; in January and in June. Teacher Assessment and SATS assessment judge pupils to be working towards, at or above the national age related expectations

Pupil Progress Meetings are held with the headteacher each half term to review the progress of every pupil.

Parents are invited to discuss Pupil Progress in October and February at Parent Consultations. A full written report is sent home in July.

### Covid 19

Children's work will be marked as usual but staff will wear a face covering and use hand sanitiser regularly whilst marking. Where possible books/worksheets will be set aside for 72 hours. Showbie will be used as much as possible for homework tasks to avoid books/papers going to and from school.

Review September 2020

Next Review September 2021