

THOMAS GRAY PRIMARY SCHOOL

Assessment for Learning Policy (AFL)

Mission Statement

At Thomas Gray Primary School, we believe feedback and marking should provide constructive feedback to every child, focus on the success of the children and improvements against learning challenge. We aim to enable pupils to become reflective learners and help them to close the gap between current and desired performance.

Our policy aims to:-

- Ensure consistency, continuity and progression in marking throughout the school so that children have a clear understanding of teacher expectations.
- Improve standards by encouraging children to give of their best and improve on their last piece of work.
- To ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.
- Encourage children to develop their own assessment skills by asking for comments and suggestions about their work. By KS2 we hope that children will be able to make constructive comments such as:- “I tried my best with this and I am pleased with the results.”
- Recognise and value children’s work by the use of suitable comments. The neatness and presentation of teachers’ writing should serve as an example to the children.
- Recognise and reward excellent work, measured against the learning challenge, by the use of stickers, smiley faces, and certificates. Special achievement will be rewarded at ‘Star of the Week’ assembly on a Friday or at our ‘Achievement’ assembly every half term. We aim to ensure every child is recognised for their achievements.
- Use assessment as a means of identifying the achievements of our pupils and to indicate ways to further support them.

Forms of Assessment

Teachers continually assess pupils’ performance through their observation of pupils on tasks set, and through the work produced. Formative and summative assessment strategies are implemented across the curriculum. In the foundation stage evidence is collected and linked to Development Matters.

Our assessment strategies aim to be:

- Consistent within the school.
- At the centre of pupils’ learning – therefore pupils are involved in the assessment process.
- Encouraging, so that pupils strive to be successful as individuals and assist themselves with planning the next stages of their learning.
- Varied in style e.g. highlighted marking, comment only marking, self-evaluation, peer assessment.
- Purposeful and of use in identifying areas of achievement and development.

To achieve the above, assessment at Thomas Gray aims to be:

- Diagnostic – this identifies specific barriers to their learning and their strengths.
- Formative - this is linked to the diagnostic function but relates performance to national curriculum levels through the schools schemes of work.
- Summative – this measures performance termly through nationalised and in-house standard assessment tasks. Summative assessments in some subject areas also take place at the end of a unit of work.

Marking

Marking communicates progress made and guidance for further improvement to the pupil. Pupils are encouraged to respond to teacher comments and understand the purpose of highlighted work e.g. great green and think pink. Pupils are given time to respond to feedback and improve their work where necessary. Comments are also used as a tool for praising pupils' achievements. Marking should give opportunities for the children to be involved in the assessment of their work, to explain their thinking and for the teachers to identify the pupil's next steps.

Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback. Whenever appropriate/possible, teachers should provide individual verbal feedback to the children.

To ensure appropriate assessment and record keeping, all marking should be against the identified learning challenge for the lesson which should be on every piece of work. Where possible, the children should write their own learning challenge. Younger children and those with additional needs may need it to be written or typed and put into their books. In the foundation stage the children are assessed through the use of '2Simple'.

It is important that children's work is marked and assessed on an ongoing basis to ensure accurate record keeping and appropriate future planning. Whenever possible, this should be undertaken alongside the children. This is particularly pertinent to the Foundation Stage and Year 1. If verbal feedback is given, this should be identified on a child's work.

When writing in the children's books, a green pen must be used.

Principles of Marking

- Be positive, motivating and constructive.
- Be at the child's level of comprehension.
- Be written in handwriting that is legible and a model for the child.
- Be frequent and regular, at least every fourth piece of work marked in detail and every piece seen. It should be consistent across all subjects. A group will be marked each lesson in detail.
- Relate to the Learning Challenge for the lesson set but also relate to basic skills in English linked to handwriting and spelling.
- Contain comments which are particularly focused and diagnostic, revealing very good subject knowledge.
- Ensure children can actively demonstrate an understanding of targets set.

- Feedback and marking needs to be oral and/or written according to the ability of the child.
- Frequency of marking should be sufficient to support pupils' learning.
- Work may be acknowledged in a number of ways including: teacher marking (highlighted, comment only or stamped), peer marking or self evaluation
- Where appropriate, it is helpful to check for understanding and accuracy during the lesson, thereby providing immediate feedback on work in progress.
- Teachers' aim to maintain their own records during the school year to contribute to informing pupils and parents of progress. These records will be used in conjunction with the school's tracking systems on O'track. In the foundation stage records will be kept on '2Simple'.
- Dots or lines next to or underneath words are to be used to denote corrections that focus on patterns, in contrast to correcting everything. For example 'and then' may be underlined several times with the target e.g: replace 'and then' with other connectives. Pupils work should not be marked with crosses, but dots. Work should not be negatively marked.

Marking Codes

Foundation Stage:

- In the foundation stage staff will use '2Simple' and an evidence book for each child. They will evidence what they see the children do through the use of photographs and typed comments.

KS1 and KS2:

- Marking:- Teachers and Teaching Assistants will highlight the Learning Challenge. Pink Highlighter:- Think pink:- I need further help to meet the LC, or this is an area for improvement. Green Highlighter:- Great green:- I met or exceeded the LC. This will be linked to every fourth piece being marked in detail.
- I = Independent
- S = Support
- G = Guided
- VF = Verbal Feedback
- P = Partner Work

Equal Opportunities

Children's work and efforts will be marked using a consistent standard of criteria regardless of their race, class, or gender, but specific to their individual needs. An individual's ability and understanding will determine the basis of evaluation and identify targets related to curriculum development needs. This policy encourages the practice of inclusion for all.

Reporting

Parents have become increasingly involved in the understanding and assessment of their child's learning. They are encouraged to make constructive comments in their child's home-school books. Class teachers should respond to parent comments that are written in the home-school books. An opportunity is also given for parents to make verbal comments about their child's general progress during the Autumn and Spring terms during parent consultations. In the summer term, a written report is given to parents where they can fill in

written comments about their child's progress, return it to school, and request a meeting with their child's teacher. Parents of reception pupils also receive a summary of the Foundation Stage Results in July. Year 1 parents will be informed about their child's phonic screening result, along with Year 2 parents whose child did not achieve it in Year 1. Year 2 and 6 parents receive a summary of the National Curriculum levels their child has attained at their end of each Key Stage.

Staff Roles

All members of staff are empowered to mark children's work. Since marking helps provide educational indicators by which children's progress can be monitored and improved it is particularly important that all staff, including teaching assistants, adhere to this marking policy.

Monitoring

The progress of pupils' is monitored continually through AfL strategies which includes the use of formative and summative methods. Teacher assessments inform both medium and short term planning.

Subject Leaders are encouraged to be involved with the assessment procedures of their subject in each year group. Where appropriate, work samples are collected and monitored. Assessment tasks are adapted where necessary e.g. to support a new scheme of work. Work sample portfolios enable staff and pupils to access a range of work which reflects progression within a subject and/or across the key stage.

The Senior Leadership Team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff. The Governing Body will review this policy every three years.

Signed: _____ Date: _____
Chair of Governors

Signed: _____ Date: _____
Headteacher

Date to be reviewed: _____