

# St. James' C of E Primary School

## Marking & Assessment

### **Marking and Assessment at St. James' C of E Primary School**

Learning is optimised when teachers know what the next steps are and when clear feedback is given to children so they learn effectively. This is what drives deeper learning.

### **Marking and Feedback**

Feedback to pupils about their learning is crucial and recognised as extremely important at our school. It can be given in a variety of ways; through oral discussion, written and annotated examples or through body language and at its best can come from the pupils themselves or their peers. At St. James' we strive to achieve this and have employed the following systems and strategies;

### **Consistent use of marking codes - see our marking code**

Excellent work for the particular child is often highlighted pink (tickled pink) or green (for growth) if it needs to be improved. Children across the school understand and use this in their green for growth time. It is important that comments are linked to green for growth time lead to actions to improve learning outcomes. There is planned opportunity to reflect and respond to marking by teachers or peers with time given to carry out improvements or additional practice for consolidation.

Work is not always marked formally as often oral feedback and discussion are more effective and lead to immediate opportunity to learn, this is particularly the case with younger children.

Children respond to marking and correct their work to move their learning forward with their teacher; they make corrections using their polishing pens or green for growth pens. This approach works well at our school and pupils from year 1 onwards are aware of this as an expectation on them. They respond positively and enjoy this aspect of learning. This is often further supported in classrooms by green for growth tables, covered in green fabric; green areas or green tubs - all available to consolidate and develop learning with opportunity to challenge too.

Teachers, when appropriate, get children to correct their work but often a large period of consolidation is needed and if the child has large gaps in particular areas of learning corrections may not be appropriate. Closing the gap work during the following three weeks through intervention and support will aim to address misconceptions and ensure learning.

Teaching assistants are employed to support necessary intervention either to consolidate or challenge, particularly when there is an opportunity for deeper learning.

Teachers are encouraged to write smartly; ticking and highlighting pink rather than writing lots of "well done today, you have met the Can !!" Then adding a developmental comment or instruction such as "now write three more adjectives" or "solve this....  $10+12=$ " to further prove that they have a secure understanding of the taught objective. This allows teachers to fully assess formatively.

Teachers may also ask children to move on in their learning quicker than planned and 'try the challenge' or 'move to the next section' after that have sufficiently demonstrated a secure grasp of the concept taught, we often say to the children, "what's the point in answering 10 of the same questions if you have fully understood it at question 4?" This is a relatively new approach and many children still 'play safe' at St. James' and are adverse to risk - part of our approach to teaching is to develop risk taking.

*Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.*

### **Formative Assessment**

As the children achieve an objective (as set out by the National Curriculum 2014 and our own deployment of these) our tracking system allows us to show their level of understanding and when they have achieved it or mastered it at a deeper level. We use the 'achieved' objectives to highlight children who are falling behind and action support to close the gaps daily, these are discussed and interventions planned at our three weekly PIC (pupil intervention conference) meetings as a phase and led by the phase leader. The head teacher, deputy head teacher and SENCo attend these meetings in rotation. Notes from meetings are kept by the phase and held centrally so that staff can look at their subject areas. Whilst the majority of notes are in support of reading, writing and mathematics, other areas are also mentioned if there is a need.

We expect most children to be achieving the objectives for their year group - as mentioned by the department for education, however some children may have special educational needs and may need to be working towards objectives below their chronological age. Sometimes, and in very rare cases a child may be working at objectives above their chronological age, this would only be the case if they had 'mastered' deeper learning in most objectives in that particular area and demonstrated a high standardised score in our standardised assessments to support these judgements. We expect pupils to achieve between 25-35% of objectives by the end of T2, 35-65% by the end of T4 and 65-100% by the end of T6. This is irrelevant of which year groups objectives they are covering.

### **Moderation against the new National Curriculum**

Teachers moderate their understanding of achieving objectives regularly, this forms part of the three weekly PIC meetings, as a school in subject specific moderation and within a cluster of schools (whom all have a different type of catchment so that we are not always comparing like with like with similar expectations whether they are big or low). Samples of work alongside teacher knowledge is discussed and compared during any type of moderation meetings to ensure that judgements are accurate and to support building a picture of the child. Currently the school is putting together a standards file of exemplification.

### **Summative Data**

St. James' C of E Primary School understands the importance in terms of accountability to capture summative data on all pupils every year, this is useful for a variety of reasons, but for us, it is key to driving school improvements by making sure that all children achieve well over time. Foundation Stage Baseline, Key Stage 1, Key Stage 2 and GL Assessments are all carried out and data analysed and shared with appropriate stakeholders. Governors are given regular updates of formative assessment information and then updated biannually on summative assessment information. This enables the school to gather in-depth knowledge of areas of strength and weakness as a school, cohort and class and resource appropriately. The school uses FFT aspire (governors also have user rights and have received recent training) to set pupil targets and look at trends; the Local Authority data packs, which compare us against the LA data and RAISEonline with staff and governors receiving a wealth of information that is then acted upon. Governors and staff use the Data Dashboards and are always trained and supported in analysis.

The school uses the EExBA to baseline pupils at the start of their reception year; this was decided upon over other baseline providers as it enabled observations to be taken account of and gave staff and incredibly useful picture of each child at the start of their school career, including their propensity to learn.