St GILES C.E. PRIMARY SCHOOL

ASSESSMENT POLICY

Introduction

This policy has been reviewed to ensure the Rights of the Child are upheld. In 1989, governments across the world adopted the United Nations Convention on the Rights of the Child (UNCRC), recognising that all children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate. The Convention sets out the civil, political, economic, social and cultural rights that everyone under 18 is entitled to. It says what countries must do to ensure that all children can enjoy their rights, regardless of who they are, or where they are from. The UN General Assembly adopted the Convention in 1989 and it was ratified by the UK in 1991. It is the most widely adopted international human rights treaty.

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Introduction

This Policy outlines the purpose, nature and management of assessment at St Giles C.E. Primary School. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at St Giles and enables teachers to deliver education that best suits the needs of their pupils.

Aims

The aim of the policy is to give a clear outline of all assessment techniques at St Giles C. E. Primary School, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

Roles and Responsibilities

The overall responsibility for assessment belongs to the Headteacher. However, this responsibility has been delegated to the Deputy Headteacher, who is the Assessment leader. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area.

Entitlement

It is the entitlement of every child at St Giles to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

Implementation

Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work are used, and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

• to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps

• to be diagnostic, providing more detailed information about individual children's strengths and weaknesses

• to be summative, providing a snapshot of each child's achievement – these can be reported to parents

• to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is

• to inform the children to enable them to develop their learning.

Formative Assessment

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables schoolteachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary. The methods of formative assessment we use include, the use of differentiated questioning, use of self and peer feedback and observational assessment. Flexible groupings are used to allow teachers to address misconceptions and gaps in learning immediately. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve. We place great emphasis on this type of dialogic marking, developing teachers' ability to question so as to assess a child's understanding and next steps. There are times when specific formative comments on pupil's work can act as a record as well as being a reminder of the focus for future progress. It is important that teachers make clear decisions about critical pieces requiring good quality feedback that will enable the child to move forward in their learning. In writing, children respond to the 'prompts' in green pen so that there is evidence of responding to the suggested improvement as part of the evaluating and editing process.

Marking should:
- Identify attainment
- Recognise achievement
- Praise success
- Highlight areas for improvement and ways of achieving it
- Encourage self-assessment
- Be capable of easy interpretation by pupils and parents
- Help children to take responsibility for their own learning

The Marking policy sets out the procedures agreed by all the school stakeholders to ensure a consistent and impactful approach to Effective Marking and feedback at St-Giles C.E. Primary whilst reducing teacher workload and promoting a work life balance.

(***Refer to Appendix 2 –Marking Policy)***)

Summative Assessment

Summative assessment enables teachers to evaluate both pupil's learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent/teacher consultations and enables them to support their child's learning. In writing, teachers plan for extended writes at appropriate times in the term which can be linked to other curriculum areas. In reading, teachers use guided and shared reading sessions to record progress and achievements against the national curriculum objectives. Summative assessment tests are carried out during the year. We use phonics (RWInc), Rising Stars Assessments, Literacy & Language Grammar assessments (Y2-6) and White Rose (DFE Approved Provider) as part of the formative assessment ongoing as well as half termly assessments. In addition, school has invested in NFER Tests for core subjects from Year 1-6 which are administered at the end of term and assessment papers are sent to parents and carers so that they can support their child/ren to address gaps in learning. Rising Stars assessments are used for SEND pupils with learning and cognition needs if they are unable to access the NFER assessments for their Year group.
All class teachers met with the Assessment Lead as part of termly Pupil progress meeting having administered the NFER diagnostic assessments at the end of each term to discuss how Quality First Teaching and provision map interventions have impacted on the progress and attainment of PPG and SEND learners that they have been targeting. Questions raised as part of the professional dialogue included: Which pupils who weren't on track previously are now on track? What strategies worked? How has the tutoring programme impacted their learners (Read, Write, Inc, FFT, Third Space learning, Action tutoring)? Who needs to continue with additional interventions? What are your next steps (provision map) to increase the % of PPG on track? Barriers identified that still need addressing. Which pupils are progressing well and are on track to meet or exceed expectations in relation to Age related curriculum expectations at the end of the year? Every member of staff comes prepared with information pertaining to individual pupils which paves the way for changes to following term's provision map to accelerate the progress of PPG pupils.

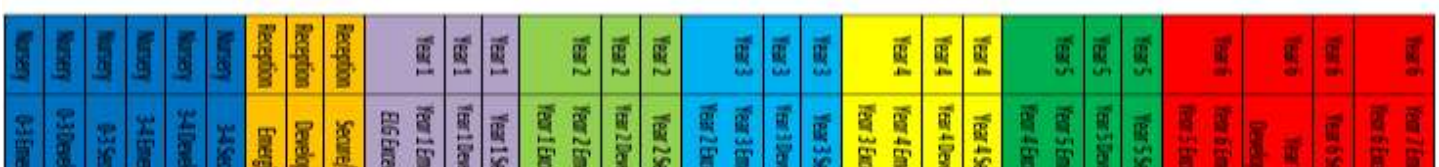
To help maximise the impact of classroom (formative) assessment, the following aspects form a key part of the reflective process as part of the pupil progress meetings and enables practitioners to:

- compare pupils' performance with performance of thousands of pupils who trialled NFER materials during the standardisation process.
- identify which errors and misconceptions made by pupils were commonly made by the standardisation group.
- gain valuable suggestions on how to address these common misconceptions in future teaching.
- Additional guidance is provided for year 6 teachers, showing patterns of performance broken down by attainment groups: higher, middle and lower.Valuable next-steps guidance is also included to help plan teaching and intervention ahead of the end of key stage 2 national curriculum tests.
- Teacher guides provide comprehensive guidance for administering and marking the assessments using the NFER Tests Analysis Tool.

(Refer to the Appendix 1-Assessment Calendar)

The progress of pupils with SEN and disabilities is reviewed and summative assessment adapted as necessary. Children who have not made expected progress or who have fallen behind are targeted for interventions and rapid response work. Nationally Standardised Summative Assessment Early Years baseline assessment is made during the first term.

Tracking progress over-time, Nursery- Year 6



To track progress overtime are linked to Tracking Points, these are used to examine progress and attainment numerically (as an average). Depth of Learning rating modifies tracking points (see image below).

Year 1 Phonics Screening Test.

This test is administered internally. These results are then reported to the local authority and to parents.

Non- Statutory Key Stage One Assessments.

DfE have stated that administration of KS1 tests is recommended but optional for schools.

At the end of year 2 pupils will receive a standardised scores for Reading and Mathematics based on NFER papers.

Year 4 Multiplication Tables Check

This check is administered internally. These results are then reported to the local authority and to parents.

National Key Stage Two Assessments Teacher Assessments.

At the end of year 6 pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following headings:

• Reading- working at the expected standard, has not met the standard and working at Greater Depth

• Writing- working below the expected standard, working at the expected standard and working at greater depth within the expected level.

• Mathematics - working at the expected standard, has not met the standard and working at Greater Depth

• Science- working at the expected standard, has not met the standard and working at Greater Depth

The pupils will also sit tests which will consist of:

• English reading Paper 1 – reading booklet and associated answer booklet

• English grammar, punctuation and spelling Paper 1 – short answer questions

• English grammar, punctuation and spelling Paper 2 - spelling

• Mathematics Paper 1 – arithmetic

• Mathematics Paper 2 – reasoning

• Mathematics Paper 3 – reasoning

National Curriculum assessments (SATs)

End of Key stage 2, NC assessments (SATs) are used to monitor children's progress and to identify strengths and weaknesses in curriculum delivery. The Senior Leadership Team (SLT), in conjunction with core subject leaders, analyse the SATs results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff.

Curriculum Assessments (School Based EYFS-Y6)

All curriculum subjects' data drops are completed 3 times per academic year and recorded on Educater Tracker. Staff are provided directed time to collate the results in preparation for Pupil Progress Meetings (PPM) which take place with the Assessment Lead at the end of each term. SLT provides staff meeting/Directed time slots to all staff to complete these actions in school ensuring that teacher workload is reduced to promote a work life balance.

Early Years - Nursery & Reception

Children in Nursery and Reception are assessed against the Prime and Specific areas of Learning in the EYFS profile; these are recorded on our on-line system; Educater – Tiny tracker. **Formative** assessments are primarily based on practitioner's professional knowledge of what the child knows, remembers and can do day to day. **Summative** assessments are based on holistic views of what the child can demonstrate against each Early Learning Goal at the end of the reception year. When assessing children against the ELG's, teachers look at the whole description for each goal to determine whether this best fits their professional knowledge of the child.

Reception baseline assessment: The RBA is an age-appropriate assessment of early mathematics and early literacy, communication and language. It is delivered in English and is administered within the first six weeks of a pupil starting reception. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the pupil engages with the tasks. DfE will use the data from the RBA to create school-level progress measures for primary schools, which will show the progress of pupils from reception until the end of key stage 2.

Accuracy and consistency of judgements

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree judgements if our decisions are to be given credence. Teachers share opinions informally with subject leaders and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments. Professional Development Meetings and termly staff meetings are arranged for teachers to compare judgements and agree standards. St Giles also works with colleagues in our cluster to ensure that our judgements are accurate and consistent. Staff members attend Local authority training and cluster meetings for their subject to ensure they stay abreast of good practice. Feedback from this training is shared with staff so that we continue to develop and improve our practice.

Equal Opportunities

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs and disabilities, children who excel and children for whom English is an additional language to be given a differentiated curriculum which meets their needs. In addition, the assessment policy ensures that identification of these children is systematic and effective.

Special Educational Needs

When assessment indicates a child may have Special Educational Needs or Disability, the SENCO is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND policy. When teachers assess a child with SEND they will draw upon any on-going formative and summative assessment. They will gain views from parents, the pupil and any external specialists.

Reporting to parents

Parents receive a written report during each academic year. In KS1 and KS2, this comments on the child's academic progress in the core subjects. The reports include a comment slip for parents. In addition, parents are offered the opportunity to discuss their child's report with the class teacher. SATs results for children in Years 2 and 6 and teacher assessment in Years 1, 3, 4 & 5 are reported to parents at the end of the academic year. Also,

pupils in Year 1 receive a notification to say whether or not they have passed the Year 1 Phonic Screening Check, as do those in Year 2 who did not pass at the end of Year 1. Parents of children in the EYFS class receive a report based on the Early Learning Goals.

Discussions at parent, teacher, and consultation meetings in the Autumn, Spring and Summer terms are based on the assessment system in place for each age group. During these meetings teachers share the pupils' age-related attainment against national expectations, next step targets and the progress pupils have made to date. An open-door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns.

The Annual Report to Parents include:

- General progress with highlights of positive achievements and progress made;
- Careful chosen language that clearly communicates whether the child is working above, at or below average in the core subjects;
- A summary of the child's attendance and punctuality;
- In Years 2 and 6, pupil's National Curriculum assessment results and how they compare to the results of pupils of the same age in the school;
- Positive suggestions that would help further development;
- General comments about the child's attitude and social skills; for Example-Character traits like: Independence, Perseverance, Resilience, Thirst for knowledge, Collaboration
- Child's reflection on his/her year's work

Three Parents' Evenings are held during the school year, one in each term:

Autumn - is an opportunity for the parents to meet the class teacher and share concerns, worries and so forth. It is an opportunity for parents to ask questions about the year ahead. Parents sign up for a specific time slot.

Spring - parents will have an opportunity to look at their child's work and discuss with the teacher their child's progress on a one-to-one basis. Parents sign up for a specific time slot.

Summer - when the class teacher discusses their child's Annual Report with their parents.

The Head teacher and SENCo are also available at each evening to meet parents with additional concerns.

Article 28 (right to education)

Article 29 (goals of education)

Reviewed 11.11.26
To be reviewed: 20.11.28

Appendix 1: Assessment Calendar

Assessment Calendar 2026-2027

*Formative Assessment- RWInc, **White Rose**; Summative Assessment- Termly: **Rising Stars/ NFER***

	DATA DATE	Autumn Term Maths	Reading	Writing	Grammar, Punctuation and spelling	Science
EYFS		**Ages & Stages Assessment-WELLCOMM SCREENING GL ASSESSMENT NURSERY; Reception Baseline Assessment**				
KS1		**Rising Stars/NFER** End Autumn	RWI/Rising Stars/**NFER** End Autumn	RWI/LIT & Lang End Autumn	**Rising Stars/** LIT & Lang **/NFER** End Autumn	Switched on Science Rising stars Autumn 1/2
KS2		**Rising Stars/NFER** End Autumn	**Rising Stars/NFER** End Autumn	LIT & Language **Moderation** End Autumn	**Rising Stars/** LIT & Lang **NFER** End Autumn	Switched on Science Rising stars Autumn 1/2
Moderation Literacy/ Mathematics	**December**	Pupil books with ARE work, targets and next step marking. **Educater** updated for all subjects based on formative & summative assessments.				
		Spring Term Maths	Reading	Writing	Grammar, Punctuation and spelling	Science
EYFS		**Ages & Stages Assessment Ongoing**				
KS1		**Rising Stars/NFER** End Spring	RWI/**NFER** End Spring	RWI/LIT & Lang **Moderation** End Spring	**Rising Stars/** LIT & Lang **/NFER** End Spring	Switched on Science Rising stars Spring 1/2
KS2		**Rising Stars/NFER** End Spring	**Rising Stars/NFER** End Spring	RWI/LIT & Lang **Moderation** End Spring	**Rising Stars/** LIT & Lang **NFER** End Spring	Switched on Science Rising stars Spring 1/2
Moderation Literacy/ Mathematics	March	Pupil books with ARE work, targets and next step marking. **Educater** updated for all core subjects based on formative & summative assessments. **REPORTS from NFER/TARGETS (Spring 2)**				
		Summer Term Maths	Reading	Writing	Grammar, Punctuation and spelling	Science Science
EYFS		**Ages & Stages Assessment Moderation stage EYFS**				
KS1 Y2	Y1/2 Phonic test	Rising Stars/ **NFER** End Summer	**NFER/** RWI Moderation End Summer	RWI/Lit & Lang Moderation End Summer	Rising Stars/ LIT & Lang **NFER** End Summer	Switched on Science Rising stars Summer 1/2
KS2	Year 4 Multiplication Check	National SATs /Rising Stars/**NFER** Moderation End Summer	National SATs / Rising Stars/**NFER**/ Moderation End Summer	Lit & Lang/National Moderation End Summer	**NFER**/National SATs / Moderation/Rising Stars/ LIT & Lang End Summer	Switched on Science Rising stars Summer 1/2
Moderation Literacy/ Mathematics	July	Pupil books with ARE work, targets and next step marking.				

Appendix 2: Marking Policy

Marking and Presentation Policy

Introduction

This policy has been reviewed to ensure the Rights of the Child are upheld. In 1989, governments across the world adopted the United Nations Convention on the Rights of the Child (UNCRC), recognising that all children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate. The Convention sets out the civil, political, economic, social and cultural rights that everyone under 18 is entitled to. It says what countries must do to ensure that all children can enjoy their rights, regardless of who they are, or where they are from. The UN General Assembly adopted the Convention in 1989 and it was ratified by the UK in 1991. It is the most widely adopted international human rights treaty.

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Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

This policy has been reviewed in line with research based CPD from Chris Quigley on Wednesday 28th September 2022 as a focus for INSET day. The policy sets out the procedures agreed by all the school stakeholders to ensure a consistent and impactful approach to Effective Marking and feedback at St-Giles C.E. Primary whilst reducing teacher workload and promoting a work life balance.

Rationale/Aim

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments. Marking should serve a single purpose –to advance pupil progress and outcomes.

(Eliminating unnecessary workload around marking -Report of the Independent Teacher Workload Review Group March 2016)

Recent research states: ‘If there’s a single principle teachers need to digest about classroom feedback, it’s this: the only thing that matters is what students do with it. No matter how well the feedback is designed, if students do not use the feedback to move their own learning forward, it’s a waste of time.’

Wiliam, D., (2014). Is the Feedback You’re Giving Students Helping or Hindering?

‘Feedback is information given by a teacher to pupil(s) about their performance that aims to improve learning.’

EEF Guidance Report on- TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING 11th June 2021

At St Giles we focus on the principles which underpin good feedback rather than the way in which it is delivered, according to a new guidance report published today by the Education Endowment Foundation (EEF).

These key principles form the first three recommendations of the report and provide the central messages that run throughout the guidance. They state that teachers should:

1. Lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment.
2. Deliver appropriately timed feedback, which focuses on moving learning forward; and
3. Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.



At St Giles we believe that three principles underpin effective marking: it should be meaningful, manageable and motivating.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.

3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learningprocedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess andevaluate their own learning.

2. Processes

Four types of marking and feedback occur during teaching and learning at St-Giles:

i)**Teachers'/TA's well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.

ii) **'Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/orcompletion of pupils' work.

iii) **Developmental Marking** in which incisive, dynamic, active feedback on attainment and success is givenand response from pupils is required to strengthen the teaching and learning process to accelerate and deepen learning. Every day the teachers and TAs action this form of dynamic marking with theirtarget group in core subject lessons.

iv) **Self-assessment and peer assessment** of the attainment and success of a piece of work.

3.Non-negotiable Procedures for Marking.

TS6: give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

All marking by teachers and support staff is to be carried out in red pen.

- All marking is to be done in a clear legible hand aligned to the school handwriting script. (seeAppendix 2-Nelson Font)
- The marking code is to be followed in all cases. (see Appendix 1) The marking code should be accessible to all pupils in the learning environment.
- All KS2 pupils to use a margin for mathematics work.
- All pupils' work is to be at least 'light' marked by Teacher or Support Staff.
- In both Maths and Literacy at least 1 piece of work per pupil should be developmentally marked in depth every week in a guided session with an adult led target group.
- Pupil response to comments should be made in green pen as part of the 'learning conversation' in a **guided session with an adult led target group**. If in KS1 or EYFS this is verbal, it should be recordedas such. Response should be made as soon as reasonably possible in order to support pupils effectively.

EYFS

Academic guidance is given through observation and verbal feedback.

Nursery

Writing is marked alongside the development matters objectives and the pre-writing standards for early years. A  is used to indicate next steps. Other work is marked with a comment where appropriate and/or an overview of the context the work has been produced in.

Reception

Literacy – Visual marking is used which the children understand and are able to look back on. Each piece has one 'green' hi-lighted (you have achieved) and one circled which is the child's next step.



Hand writing Fred Talk Letter formation

Maths

In Reception children have a separate maths book where they complete one recorded piece of maths work per week. This is marked with a paw print to draw children's attention to their next step.

Marked with a comment for effort and a  for next steps.

EYFS – Topic Books

This is a weekly roundup of quotes, pictures and examples of work achieved. There are also observations of learning which are shared with children to embed learning and aid retrieval practise. Development matters objectives and goals are identified within the topic book and also key vocabulary used. There is ongoing teacher assessment in all sessions and areas of leaning through high order questioning, observations and addressing any misconceptions. This ensures learning is continuous and ongoing with an emphasis on communication and language at all times. Planning is language rich and driven by talking and enhancing. Children's learning being paramount of what we do.

Read Write Inc

Specific guidance for marking Read Write Inc. activities

Spelling test

Marking: Children mark their own work with guidance from the reading teacher.

1. The teacher writes the word on the board.
2. The children:

* Tick each sound spelt correctly and correct errors

Hold a sentence

Marking: Children mark their own work with guidance from the reading teacher.

1. The teacher displays the sentence on the board.
2. The children:

* Tick correct and insert missing punctuation
* Tick words spelt correctly and correct words with **sounds** spelt incorrectly (write out whole word above)
* Insert a missing word with an upturned V.

Proofread

Marking: Children mark their own work with guidance from the reading teacher.

1. The teacher displays the edited sentence on the board.
2. The children:

* Tick each corrected error and correct any missed edits.

Build a Sentence and Write about…

Marking: Teachers assess and mark children's writing during and or after the lesson. The teacher will aim for 2 stars and 1 wish (wand). Please see Appendix 3. Teachers may wish to add an additional star or wishif this will directly advance pupil progress and outcomes.

For children who are reading Yellow to Grey Get Writing! Books children will be asked to write their favourite words in the Words to keep section at the end of the Write About section.

KEY STAGE 1

Children to write the date in short for Mathematics e.g. 8-7-25 and date in full in all other subjects including Literacy, e.g. Monday 8th September,2025. Marking is against learning objectives which can be written by an adult at the beginning of the year. However, by the end of KS1, majority of the children are expected to write the learning objectives independently. Some academic guidance is given through observation, and verbal feedback. Red pen is used for marking.

Please refer to Guidance for marking writing in Read Write inc. Phonic lessons on RWInc portal

General Marking

For each piece of recorded work:

A or learning achieved stamp- Learning Objective achieved

PA- Partly achieved

NA- Learning objective not achieved. A comment will be added for further guidance

A **context** should be stated if the work is not done independently, e.g. worked with teacher, spellings provided. **I** (Independent work); **S** (Supported by an adult); **P** (Peer support); this needs to be stated at the beginning (L.O) or end of pupil work.

Spellings are corrected using a **wiggly red line**; up to **3 target words** can be corrected in **one** piece of work. Evidence of **incorrect spelling being challenged** especially 'Age related' subject specific vocabularyin all subjects. Change of approach for pupils who find spelling difficult-dyslexic traits- provide wordbanks, mats or books to allow access to the correct spelling.

Mathematics calculations, equations and problems are marked with a **tick** if correct and a **dot** if not.

Time must be allocated at least once a week for pupils to record corrections for incorrect calculations in mathematics books to remove misconceptions and secure understanding and progress.

Science marking to focus upon commenting on children's' misconceptions including **working scientifically skills (AT1)** followed by identifying the **next steps** to make progress.

All other subjects: Marking to relate to the learning objective with next steps as appropriate. Referencecan be made to Literacy expectations in addition to subject specific comments.

In depth marking:

To be completed a minimum of **once a week for writing and mathematics** that indicates the **'Age Related Expectations'** of assessed work, and also **next steps** needed in order to progress. ***Every day the teachers and TAs action this form of dynamic marking with their target group in core subject lessons.***

Extended pieces of independent writing will be assessed every two (non-fiction, poetry)/four weeks (Narrative) in Literacy books.

The criterion scale to be used in conjunction with ARE used as a tool for assessing writing.

KEY STAGE 1

2 stars and a wish stamp is used. A star comment on achievement linked to the learning objective. A wish corresponds to the next steps.

KEY STAGE 2

Children to write the date in short for Mathematics e.g. 8-9-22 and date in full in all other subjects including Literacy, e.g. Monday 8th September,2022. Children to write their learning objective. Underline the date and the learning objective using a pencil and a ruler. Red pen is used for marking.

General Marking

For each piece of recorded work:

A or learning achieved stamp- Learning Objective achieved

PA- Partly achieved

NA- Learning objective not achieved. A comment will be added for further guidance

A **context** should be stated if the work is not done independently, e.g. worked with teacher, spellings provided. **I** (Independent work); **S** (Supported by an adult); **P** (Peer support); this needs to be stated at the beginning (L.O) or end of pupil work.

Self-assessment to take place daily, peer assessment at least twice per half term. (**Green pen**)

*__LKS2__ children to be guided in the use of **green pens** as appropriate.

Targets are reviewed each term with pupil involvement in **celebrating success** and highlighting **next steps.**

Literacy/English

Literacy errors to be circled. (Punctuation, incorrect case)

Grammatical errors to be highlighted by * symbol.(tense, word order, missing a word/phrase)

Spellings are corrected using a **wiggly red line**; maximum **3 target words** can be corrected in **one** pieceof work. Children encouraged to use a word book/dictionary/ grammar dictionaries/working walls to aid with spelling words correctly. (Sp x 3)- indicating practise needed to learn the mis spelt words.

Errors made by children to be crossed out by using a pencil and a ruler.

High expectations on neat presentation of work, legible handwriting. (Appendix 2-Based on Nelsonfont)

Mathematics

Mathematics calculations, equations and problems are marked with a **tick** if correct and a **dot** if not.

In depth marking:

To be completed a minimum of **once every week for writing and mathematics** that indicates the **progress against the age related expectations** in assessed work, and also **next steps** needed in order to progress. .***Every day the teachers and TAs action this form of dynamic marking with their target group in core subject lessons.***

Extended pieces of independent writing will be assessed every two (non-fiction, poetry)/four weeks(Narrative) in Literacy books. The St –Giles ARE criterion scale to be used as a tool for assessing writing. In addition literacy success criteria marking ladders can be used by children to supportend of unit assessment in Literacy.

Science marking to focus upon commenting on children's' misconceptions including **working scientificallyskills (AT1)** followed by identifying the **next steps** to make progress.

All other subjects: Marking to relate to the learning objective with next steps as appropriate.

Additional guidelines for children with Special Educational Needs.

Marking

1. Work completed by children with Special Educational Needs should only be marked against onecriteria in conjunction with 'Assess, Plan, Do, Review' targets as appropriate.
2. Any comment should be given verbally as well as in written format.
3. All comments should be positive to encourage further progress.
4. It is important that all children with Special Educational Needs should be marked on application tothe task or against previous performance, **NOT** as against peers.

Presentation

1. Children with Special Educational Needs who have poor fine motor skills should not be expected to write the date in full for every piece of work. It is acceptable that a numerical date is used or that the teacher dates the work. An alternative tool for recording work such as electronically or through theuse of a scribe as suggested in the strategies for 'Assess, Plan, Do , Review' document.

2. As far as possible, all children should have their work treated in the same way. It is especially important that the same award/incentive systems should be used for every child. Please check that strategies/equipment such as a pencil grip, soft pencil, finger spacer, writing slope etc.as recommended in the APDR is followed for the best outcomes.

Conclusion

Marking guidelines should be displayed within classrooms together with examples age related expectations from the New National Curriculum 2014 for core subjects.

Article 28 (right to education)

Article 29 (goals of education)

Policy reviewed - March 2025
Date for next review of policy – March 2026

Appendix 1 - Marking Guidelines Poster

A or learning achieved stamp	Learning Objective achieved 
PA	Learning Objective partly achieved
NA	Learning objective not achieved. A comment will be added for further guidance.
	**Spellings** are corrected using a **wiggly red line**; up to **3 target words** can be corrected in **one** piece of work. **Sp x 3-** To indicate the words to practice.
	Literacy errors to be circled.(punctuation, incorrect case) Numeracy –errors in calculation to be highlighted with a red circle/red dot
*	Grammatical errors to be highlighted by * symbol. (tense, word order, missing a word/phrase)
_____	Errors made by children to be crossed out by using a pencil and a ruler.
(KS1) 	2 Stars & Wish Stamp A star = comments on achievement linked to the learning objective A wish = a question or statement which leads on to the next step in the learning process.
(KS2)	
Next Steps/NS	Comments to identify steps needed to make further progress.
	Pupils use a green pen for self/peer marking. Also for dynamic active marking as part of guided target group.
V	Verbal Feedback given. For example for a group of 6 pupils please exemplify the feedback in one pupil book-thus reducing teacher workload.

The Letter forms

a b c d e f g h i j k l m
n o p q r s t u v w x y z

The Capital letters

A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z

The Numerals

1 2 3 4 5 6 7 8 9 0

The joins

	Set		Set		
The first join	1	→	2	in	am
The second join	1	→	3	ab	ch
The third join	4	→	2	oa	wo
The fourth join	4	→	3	wh	ob
The break letters				bigger	

Remember the break letters: **b, g, j, p, q, x, y, z**

Appendix 3

EYFS Assessment Information

Reception

Baseline

All reception children complete the online Baseline assessment - https://receptionbaseline.education.gov.uk/ on entry to Reception in September.

Speech & language

Children complete the Wellcomm assessment in October. WellComm helps to identify the children who are experiencing barriers to speech and language development. Children who are at least 3 sections below their age related section will be monitored and intervention strategies put in place. They will then be reassessed each term.

Reading

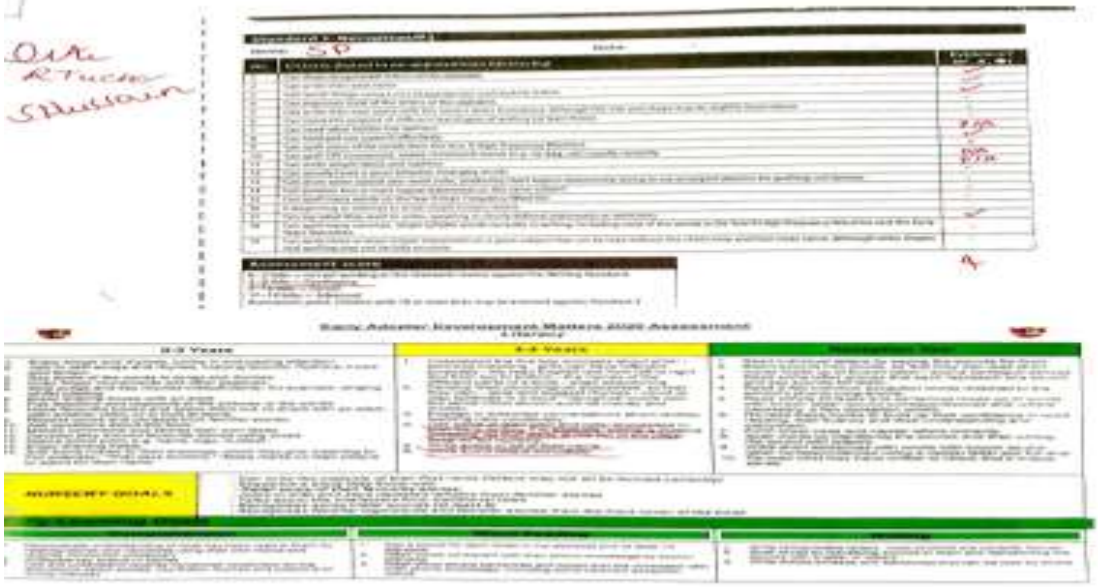
On entry to Reception children are tested (baseline) for their phonic knowledge of set 1 sounds.
Children are then assessed at the end of each term using the RWI online assessment tool to determine which reading group they will be in.
Children are expected to be on Green books by the end of Reception.

Writing

On entry to Reception all children complete a short writing assessment where they will write their name. Each child's pencil grip will also be assessed.

At the end of each half term, each child will complete a writing assessment within their RWI group which will be assessed by the class teacher. These will be assessed alongside the ages and stages and the schools agreed assessment criteria.

(Example)



Reception Baseline Assessment **Date -**		
I can count by rote up to…		
I can count objects up to…		
I can recognise numerals up to…		
I can recognise a group that has more…		
I can recognise a group that has less…		
I can recognise these shapes…	Circle	
	Triangle	
	Square	
	Rectangle	
I can recognise these colours…	Red	
	Yellow	
	Blue	

	Green	
	Black	
	White	

Maths Baseline: Children will be assessed on the following areas when entering Reception.

Area of Skill Development	December	February	April	May	July
Count reliably with numbers from 0-20 Ask children to start at 0 and count as high as they can- please record number that the children stop at					
Accurate counting up to 5					
Accurate counting up to 10					
Accurate counting to 20					
Accurate counting beyond 20					
Match numeral to quantity. Children to choose a numeral and count out the corresponding number of objects.					
For numerals 1 to 5.					
For numerals 6 to 10					
For numerals 11- 20					
Subitising Fast recognition of objects without counting.					
Subitise up to 5 objects					

Subitise up to 10 objects					
Automatically recall number bonds.					
From 1-5					
From 1-10					
Say one more/ one less than a given number Give children a number and ask for one more or less					
Say one **more** for numbers up to 5					
Say one **more** for numbers up to 10					
Say one **more** for numbers up to 20					
Say one **less** for numbers up to 5					
Say one **less** for numbers up to 10					
Say one **less** for numbers up to 20					

Children will then be assessed on the following areas at the end of each term

Exceeding Assessment

Area of Skill Development	**December**	**February**	**April**	**May**	**July**

Count reliably in multiples of 2, 5, and 10. Ask children to start at 0 and count in multiples of 2, 5 and 10 - please record number that the children stop at					
Accurate counting in multiples of 2					
Accurate counting in multiples of 5					
Accurate counting in multiples of 10					
Recognise odd and even numbers. Children to choose a numeral card and identify whether the number is odd or even.					
For numerals 1 to 5.					
For numerals 6 to 10					
For numerals 11 to 20					
Place Value Children to choose a numeral card and ask them to break the number down into tens and ones.					
Place value of numbers 11 to 20					
Place value of numbers 20 to 30					

Place value of numbers 30 and beyond.					

Nursery

Communication & Language

Children complete the Wellcomm assessment in October. WellComm helps to identify the children who are experiencing barriers to speech and language development. Children will then be re-screened at the end of each term

Phonics

Children will be assessed on their picture knowledge .from the RWI scheme and their oral blending at the end of each term (starting at the end of Autumn term)

Picture Sound	m	a	s	d	t	i	n	p	g	o	c	k	u	b	f	e	l	h	r	j	v	y	w	z	x	Oral Blend?	
Child A																											
Child B																											
Child C																											

Writing

Each child will write their name and draw a picture of their family when entering nursery. This will then be assessed again at the end of each term along with another topic related writing piece. These will be assessed alongside the ages and stages and our schools agreed assessment criteria.

(Example)



Maths

Baseline

Children will complete the following assessment when starting Nursery. This will be kept in each child's learning journey.

Nursery Baseline Assessment **Date -**		
I can count by rote up to…		
I can count objects up to…		
I can recognise numerals up to…		
I can recognise a group that has more…		
I can recognise a group that has less…		
I can recognise these shapes…	Circle	
	Triangle	
	Square	
	Rectangle	
I can recognise these colours…	Red	

	Yellow	
	Blue	
	Green	
	Black	
	White	

Maths Assessments								
	Recognise numbers to 5	Count to 10	Count 5 objects	Count out 5 obj from larger gp	Match amount to number to 5	Show finger numbers to 5	Recognises 2D shapes T C S R	Orders numbers to 5
	Au Sp Su	Au Sp Su	Au Sp Su	Au Sp Su	Au Sp Su	Au Sp Su	Au Sp Su	Au Sp Su
Child A								
Child B								
Child C								

Children will then be assessed on the following at the end of each term:

Each child's number formation will also be assessed at the end of each term. This will be kept in each child's individual learning journey.