



Duncombe
School

An Independent Preparatory
School and Nursery

Assessment Policy Including Marking & Reporting Arrangements

Date Policy Reviewed	Policy Reviewed By	Reason/Outcome	Next Review Due
April 2013	Verity White	Review	Spring 2015
January 2014	Amanda Tierney	Review	Spring 2016
January 2016	Tom Le Tissier	Review	Spring 2018
September 2016	Ian Thomas	Change of Policy Name	Spring 2018

This policy sets out to support all the aims of the School by ensuring that all pupils are properly cared for in a warm and caring environment and in a position to access the education that the School aims to provide.

Mission Statement

‘Duncombe School will educate the whole child, fostering the individual's highest academic, creative, social and recreational standards within a happy, caring and stimulating environment.’

Mission Statement – Treetops

‘Our primary purpose is to support children and parents through the early years of education. Treetops offers a carefully managed induction programme to school life and subsequently a broad and challenging education within a caring and secure family environment.’

School Aims and Philosophy

- To educate the whole person (academic, spiritual, moral), promoting respect for Christian values but recognising and respecting beliefs, needs and achievements of others in our multi-cultural society.
- To provide a structured and happy environment where each member of the community is valued and secure and where there is a commitment to encouraging individual development.
- To promote high standards in all areas of life.
- To encourage self discipline, self motivation and self respect through promoting competition against self and objective standards rather than each other.
- To provide each child with a broad and balanced curriculum that encourages children to realise their full capabilities.
- To foster a lively and varied learning environment adopting teaching styles relevant to each child's learning.
- To work in partnership with parents encouraging dialogue in the best interests of their child.

Introduction

- 1.1 At Duncombe School, we will take a professional approach to the tasks of marking work and giving feedback on it. The marking, symbols used and amount of feedback will be consistent within each phase: through Early Years, Lower School and Upper School.. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process with differentiation according to the children's needs.

2 Aims and objectives

- 2.1 We mark children's work and offer feedback in order to:
- show that we value the children's work, and encourage them to value it too;
 - boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
 - give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future;
 - offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
 - promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance.
 - gauge the children's understanding, and identify any misconceptions;
 - provide a basis both for summative and for formative assessment;
 - provide the ongoing assessment that should inform our future lesson-planning.
 - provide future goals for improvement.

3 Principles of marking and feedback

- 3.1 We believe that the following principles should underpin all marking and feedback:
- Teachers will explain their marking procedure to their pupils.
 - The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
 - Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed.
 - Marking should always relate to the lesson objective (LO) and, increasingly, the child's own personal learning targets.
 - The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made. Pupils should initial these where appropriate to acknowledge they have read the comments and give a response where appropriate.
 - Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
 - Comments will focus on only one or two key areas for improvement at any one time.
 - Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
 - Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
 - The marking system should be constructive and formative tailored to the subject concerned. A useful formula is this: 'praise, advice on improvement' known as giving 'next steps'.
 - When appropriate for one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.

- Feedback may also be given by a teaching assistant or through peer review if age appropriate.
- Group feedback is provided through plenaries too, and in group sessions.
- Feedback will help a child to identify their key priorities for improvement.
- Teachers will note errors that are made by many children and use them to inform future planning.
- Ideally marking will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).

4 Implementing the marking policy

- 4.1 The school has explicit rules that apply to all pieces of work – see appendix relating to presentation of work. Teachers will encourage children to adhere to these rules.
- 4.2 In addition to these general rules, there are specific rules for specific types of work, e.g. numeracy. These rules have been taught and will be on display. They make it clear what good-quality work in the subject is like.
- 4.3 The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- 4.4 Written comments are more valuable than marks or grades. We do not give marks or grades on pieces of written work, unless in examination practices.
- 4.5 Ticks are normal where work is correct, and ca dot where errors have been made. Other symbols may be used once their meaning has been explained, e.g. a C for a correction. See Appendix for full breakdown of symbols and acronyms.
- 4.6 Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems. At the same time, teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements.
- 4.7 Where pupils interact in the marking process, they will be all the more engaged and receptive to correction.
- 4.8 When appropriate, children may mark their own or another child's work, but the teacher must always review this marking. Marking their own work is usually preferable, because when the teacher makes a point, the children need to be able to relate it to their own efforts. Children need to read their targets and they need to be reminded about them at least twice a week where appropriate.
- 4.9 In Upper School in English lessons, children will be encouraged to assess their work ahead of final marking, using the success criteria. These can remind children of their learning targets, or suggest common checks to perform (e.g. capital letters). This helps the children to self-reflect and be aware of their targets at each step of the learning process.
- 4.10 In addition, the children could indicate where they think a particular target has been achieved. Sometimes when appropriate in Lower School, learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.


- 4.11 Personal feedback offers a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.
- 4.12 Teachers will correct key word spellings in all subject areas and comment on spelling and grammar - teachers of all subjects should be seen as teachers of literacy.

5 Monitoring and review

- 5.1 We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.
- 5.2 Marking reviews will be carried out in the main subjects twice a year by the Core Coordinators and an overall review by the Director of Learning.

SAFEGUARDING STATEMENT

Duncombe School is committed to maintaining a safe and secure environment for all pupils and a culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding Policy'.

PRESENTATION OF WORK IN LOWER SCHOOL Summer 2016	
	
RECEPTION	<ul style="list-style-type: none"> • Children will not be asked to date and title work. • Titles written on worksheets before use if required. • All work to be date stamped. • All work to be named by child.
LOWER SCHOOL LITERACY	<ul style="list-style-type: none"> • Full date (day, date, month) from left of page. (See point below) • Professional judgement is used. In Year 1 the children will be asked to only write the day to begin. • Miss a line. (From Y2) • Title in centre of page or WALT from the margin when appropriate. (From Y2) In Year 1 a sticker with the WALT is used. • Miss a line. (From Y2) • Start work. • Numbers should be written in the margin.
LOWER SCHOOL NUMERACY	<ul style="list-style-type: none"> • Short date to left hand side of page. • Title in centre of page if appropriate.
LOWER SCHOOL WORKSHEETS	<ul style="list-style-type: none"> • All work to be dated, short date left hand side of page. • Date stamp used in Year 1 • All work to be named by child where appropriate.

All children in Lower School work in pencil.

Presentation of work in KS2

- All children in Y3 work in pencil
- For English and other subjects in Y3 day & date to be written in full on left hand side of page & underlined, a line left, then title or learning objective written in centre of next line & underlined. Pupils leave a line then begin work.
- Y4,5 &6 as above but no need to write day
- Science as above but using the short date
- In Maths pupils write the short date on left hand side of page with a topic heading or a page number underneath & underlined. Y3 will aim towards 1 digit per square, all pupils will be encouraged to show all working out
- Handwriting pens will be introduced in Y4 and the use of corrector pens will not be allowed
- Pupils are encouraged to use fountain pens during Year 5.
- Mistakes in work will be indicated by brackets around the error and a small cross by the word

Appendix Three
Lower School Mark Scheme

KS1 Mark scheme

When you get your work back please read the comments I have written and answer any questions, or do any corrections I have asked you for. If you do not understand a comment then make sure you put your hand up.

At the end of the lesson all children must colour in the O of the LO in green (understood it), orange (almost there) or red (I need some more help on this).

I will use the following stamps and symbols when I mark your work.

I will start with a green, orange or red star to show how I think you have met your learning objective.



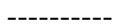
Wrong. Please put your correction next to the dot.



Corrected



Missing Word



Spelling Mistake



I really like this



I don't understand what you have written



New Paragraph

WS to indicate work completed with support

VF to indicate verbal feedback given.



Your next step to get even better in your learning

Staff to initial comments when marking.

Appendix 4
KS2 Mark Scheme


When you get your work back please read the comments I have written and answer any questions, or do any corrections I have asked you for.

Maths

- Wrong. Please put your correction next to the dot.

 C Corrected

Staff to always correct reversals of numbers & letters

 I really like this

^ Missing Word

Sp ----- Spelling Mistake - useful words to be corrected approx 3 errors

? I don't understand what you have written

// New Paragraph


NSNL Y5/6 new speaker on a new line

RTQ Read The Question

WWWT What Went Wrong There?

WS to indicate work completed with support

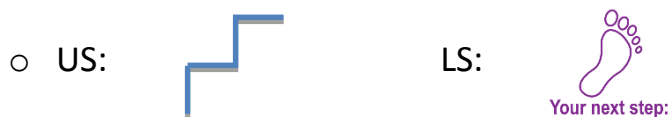
VF to indicate verbal feedback given.

 To indicate the 'next steps' in your learning

Staff to initial comments when marking.

Marking and Feedback Success Criteria:

- ✓ Make sure every lesson has a specific LO that is shared with children so they understand the aim for the lesson (written or stuck in books).
- ✓ Use symbols and codes in line with marking policy to annotate work.
- ✓ At the very least mark 6 children's books in-depth per lesson – each child will receive in-depth developmental marking at least twice a week.
- ✓ Give children TIME at the end of the lesson to self-assess by traffic-lighting the LO (Upper school MA to leave comments as well).
- ✓ Start marking with green or orange highlighter star to reflect your RAG rating.
- ✓ Make sure all marking and self-assessment refers to the LO.
- ✓ Indicate 'Next Steps' with phase appropriate symbol:



- ✓ Next steps should either: revisit something they may not have achieved in the lesson; act as an opportunity for proof of retention and application; or be used to challenge and move on to the next stage of learning.
- ✓ DIRT (Dedicated Improvement and Response Time) – Give children time to THINK and respond to the marking whether it is written or verbal.
- ✓ Encourage dialogue through the marking – respond to their response.
- ✓ Don't make extra work – refer to 'Reduce Workload and Increase Impact' handout.