

St. Mary's Catholic Primary School



Inspiring Children to love
learning and live in the
light of Christ

Ongoing Assessment (Marking) Policy

September 2023

St. Mary's Catholic Primary School

Why do we assess on an ongoing basis (or mark)?

- **For assessment, so as to inform further planning priorities and avoid gaps in learning, and inform summative assessments made by the end of each term.**
 - To set targets that inform children how they can improve.
 - To praise / encourage each child individually, telling them which aspects were especially pleasing and worthy of merit.
 - As a useful reference for all - including parents

How do we continually assess?

- Ongoing (formative) assessment should happen throughout the school but methods will vary to take into account the age and maturity of the children, context in which work was set, the support that was given and the subject that is being assessed. Reading records are used throughout the school.
- Ongoing assessment should regularly reference age related expectations (AREs) or the 7 areas of learning within EY.
- Expectations (AREs) are made clear to children and they are invited to self-assess (formally or informally) against them (or against those that are personalised).
- Assessment/Marking is in purple pen unless using 'Seesaw' in Reception and Nursery.
- All work in books or on paper should be acknowledged. Verbal feedback needs to be evident in other areas of the curriculum.
- Ongoing assessment should be of the main objective but will reference key age related expectations. Assessment should inform next steps and progression.
- In Nursery/Reception, assessment and feedback is largely verbally given directly to the child. In Reception, assessment is recorded using the online platform 'Seesaw'. House points may be awarded at this time.
- Assessments across the school will be moderated.
- Positive feedback might be reinforced with a visit to the head teacher for a Head teacher's Sticker.

Please refer to Appendix 1 that is the definition guide at St Mary's on the agreed use of symbols.

When do we show evidence of ongoing assessment?

- Work will often be assessed with the child in order to discuss it together – this is especially true with our younger children. It is important that work should be assessed as soon as possible and then shared with the child to maximise its impact, whilst it is still fresh in his/her mind. Detailed ongoing assessment is not required for every piece of work but:

- o For weekly subjects such as RE and Science, ongoing assessment to extend and/or set targets, is carried out every other week – not just once a half term nor for every piece of work!
- o For daily subjects such as English and Maths, more detailed ongoing assessment is expected to apply on a weekly basis and as is needed.
- o At all times teachers are alert to children's achievements and difficulties. Feedback will be positive, informative and constructive.

Please note that not every spelling is corrected unless they are part of the lesson objective, has been focused on in the past week, term or year or the spellings have been given as part of the lesson. However, marking of spelling should be evident and children should be expected to correct spellings as is seen as appropriate by the class teacher. The English and Maths content of any work (both subject specific and cross curricular) should be commented on as work is assessed: it is an important element of future assessment of the aforementioned core subjects. The needs of the individual child and developmental stage will always be taken into account.

Who does the ongoing assessment?

- Teacher and support staff. Support staff should initial marking.
- Children benefit from both self and peer marking and self-evaluation.
- If anyone else other than the teacher marks work, (e.g. student/supply teacher) they should mark in line with the policy and initial it.

Guidance for good ongoing assessment.

Work that is considered to have been good by the teacher should be immediately be recognised through the use of a specific comment or a double tick. (Long pieces of feedback at the end of a piece of work by the class teacher outlining why it was good should therefore not be necessary.) It is recommended that ongoing assessment takes place during the course of the lesson as much as is reasonably possible.

Areas for correction/clarification should also be highlighted at the appropriate place by underlining or through a specific comment. Again, this should avoid long comments at the end of a piece of work.

Targets that extend learning or thinking should be evident on a regular basis (as already outlined) should be recorded as is appropriate – this could be within work or at the end of it.

Differentiation in feedback depends on ability and the individual needs of a child.

- Avoid rubbing out incorrect answers, but may be necessary sometimes e.g. in maths computation especially vertical sums
- Presentation of work is important. We expect work to be neat and ordered - how this is done is the responsibility of the class teacher and the child. Titles should be underlined with a ruler as the children are ready to use them.
- Older children will need feedback that extends thinking and learning, support learning to affirm progress and know the next steps to build upon this. Time may be needed for children to respond to comments in order to do this. (It is suggested that as books are being handed out, children should have the opportunity to look at comments and respond accordingly.)

Revised and amended September 2023 – JB and all teaching staff.

Ongoing Assessment (Marking) Policy - Appendix 1

KS2/ KS1/EY unless indicated

√ Good Point

√√ Great point/learned aspect

* good – House point

** outstanding – 2 House points

😊 Self-evaluation by children especially Upper KS2.

I Rec, Yr1 or SEN when working towards independence

S Specific support given – by an adult

VF Verbal Feedback

O Full stops/grammar and punctuation in correct places – circle where it should be!

// To use paragraphs

SP or corrected spelling or wiggly line.

Underlining a word by a child is a good way of drawing attention to good work as part of self-evaluation. It is expected that children will show evidence of self assessment. This might be through the use of faces with expressions or the use of thumbs up, down or in the middle. Their own comments may also be used.

Teachers/children will record when work takes place outside of the books.

Work will be marked/assessed in purple wherever possible by class teachers and support staff.