

CROWLAND PRIMARY SCHOOL



MARKING & ASSESSMENT POLICY

Last updated : September 2024	Next Review: September 2025
Approved by: Ian Ferguson Chair of Governors	

Introduction

Crowland Primary School is committed to providing immediate and interactive feedback that is constructive and informative. We have replaced written marking in Maths and English with teaching conferencing as we believe this verbal feedback, that focuses on their success and improvements, empowers children to identify their strengths, and creates independent and self-motivated learners.

This policy will provide an approach to marking that is meaningful and manageable and create greater consistency in the way children's work is marked across the Key Stages.

Principles

Effective marking and feedback should:

- Be manageable for teachers.
- Use teacher's time effectively by looking at children's work after each lesson, evaluating teaching and inform future planning.
- Give pupils ownership over their learning and the opportunity to self-mark and respond to their conferencing.
- Identify pupil achievements and the next steps in their learning.
- Relate to learning objective, success criteria for each lesson and children's individual targets and expectations.
- Provide positive feedback and promote high expectations and engagement in learning.
- Give pupils clear strategies on how they can improve their work.
- Ultimately be seen by pupils as positive approach to improving their learning.

Non-Negotiables

EVERY book needs to show evidence of being looked at by the teacher.

Teachers should highlight the spelling errors using *sp*. These are either words that have continually misspelt throughout the piece of writing, or key words that the child should know. Teachers do not correct every spelling mistake in a piece of writing as this can be demoralising for those who are weak spellers

- **Year 1** – teacher to give at least 1 spelling correction (sp x 2)
- **Year 2** – teacher to give at least 2 spelling corrections (sp x2)
- **Years 3-6** – teacher to give 3 spelling corrections (sp x3)

In year 6, children are to take ownership of their spellings. Class teachers underline their mistakes and children find the correct spelling using dictionaries.

Success Criteria sticker

KS1 to use 1 English sticker per week, using the key success criteria needed that week to achieve the objective. One of the criteria for the week should focus on children's GPS skills. A key question should be written in the yellow box to answer at the end of the week. This should focus on consolidating the children's learning or help to move the children on.


- KS2 to use daily English stickers. The yellow box is used for moving on questions/self-assessment.
- KS1 and KS2 to use 1 sticker per week or per topic, depending on how long the topic lasts (if less than 1 week).

Maths – The children must date and tick the criteria once they feel they have met it. Teachers then confirm this by ticking the box at the side. If the teacher feels they have not met the criteria, they will put a dot in the box.

English – The children tick the criteria once they have met it and the teacher to confirm this with another tick at the side of it if they have achieved, a dot if they have not or a squiggle if it has been partially achieved.

LO-		
Success Criteria	Me	Teacher
	Date:	Date:
	Date:	Date:
	Date:	Date:
	Date:	Date:

Success criteria sticker for Maths.

Date:		
LO:		
		
Success Criteria	Me	T
The target I have met is...		

Success criteria sticker for English.

Marking

Maths

The Maths stickers can display the success criteria for the whole week (1 sticker per week). Work marked by the children should be done so in purple pen. The answers should be read out by the class teacher to the whole class or be available for the children to look at appropriate stages of the lesson. This gives the opportunity to discuss any errors/misconceptions and gives the children instant feedback. Teachers should also acknowledge that they have overseen children’s marking by ticking the work, using a green pen. This avoids children ticking work incorrectly. Children should also tick the parts of the success criteria sticker which have been met using purple pen. The class teacher should also tick the success criteria sticker using a green pen.

English






(English stickers to be used daily)

Children should also learn to be reflective in their work, editing and improving along the way. To enable this, children should be given time at the end of the lesson to check and edit their work using a purple pen. The children should be using the success criteria sticker to help them improve their work.

Teacher conferencing (TC)

Our aim is to conference every child once by the end of the week. Whilst checking through the books and marking the success criteria stickers, teachers should be looking for common misconceptions, opportunities to challenge children and also consolidate learning. A five minute conferencing session should be delivered by the class teacher to the group of children to address the areas needed. All corrections/ answers should be written by the children using purple pens. The teacher writes ‘TC’ (Teacher Conference) at the bottom in green pen.

Other Areas of the Curriculum

Date	Termly Skills	Pupil Assessment	Teacher Assessment
1	<i>Follow a conductor and be the conductor themselves, responding to a range of gestures for: start/stop, slow/fast, loud/quiet</i>		
2			
3			
	<i>Make a picture label for each group of instruments</i>		
	<i>Play together, using symbols as a support</i>		
	<i>Talk about and devise signs/gestures/symbols for the concepts: high/low, fast/slow, long/short.</i>		
	<i>Make two flash cards, one for long and one for short sounds</i>		

I = Basic II = Advance III = Deep

Skills are taken directly from the curriculum.

Self-assessment is an important aspect of assessment for learning (AFL) practice. Assessing their own work can help pupils develop their understanding of learning objectives and success criteria. Research has shown that pupils make more progress when they are actively involved in their own learning and assessment. Teacher assessment is to ensure children are assessing their work correctly and to understand how to support the children moving forward. It also supports teachers in their understanding of how well the lesson was taught and informs future planning.

History Checkpoint 2

Subject: History – Ancient Greece

Date:

Date:

Pre-learning

Post-learning

1. Where were these city-states located?

near the sea inland

Sparta _____

Athens _____

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near the sea inland

Sparta _____

Athens _____

2. Give 2 examples of ways that Athens was different to Sparta.

2. Give 2 examples of ways that Athens was different to Sparta.

3. What happened at the Battle of Marathon?

3. What happened at the Battle of Marathon?

4. Complete this sentence.

A hoplite was a _____

4. Complete this sentence.

A hoplite was a _____

5. When was the 1st Olympics and why was it important?

5. When was the 1st Olympics and why was it important?

Thinking about the Marathon and the Olympics, what would you like to find out?

Draw and annotate a picture of an interesting bit of learning you've had in these lessons.

Learning checkpoints

Checkpoints are used at the beginning and end of module/topic and allow teachers to gauge the level of progression that children have made. Pre learning checkpoints also give teachers a clear understanding of the level of knowledge children have on a specific subject prior to teaching. A learning checkpoint should also have a section at the bottom (highlighted in yellow), which gives children the opportunity to express their interests in each subject (pupil voice).