

Assessment, Marking and Record Keeping Policy



We love God and each other and follow the example of St Teresa.
We enjoy learning together and doing our best in a happy, healthy and welcoming community.
We learn to be responsible and caring citizens.
"Let us do little things well today".
St Teresa

Approved by:	Governing Body	Date: January 2025
Last reviewed on:		January 2025
Next review due by:		January 2027

“My role, as teacher, is to evaluate the effect I have on my students.”

John Hattie, 2012 Routledge publishers.

At St Teresa’s, we use assessment to evaluate the effect of teaching and learning through attainment and progress regularly to personalise learning for the individual child.

Assessment is the process whereby the educational achievements of pupils are closely monitored. This information is used as a diagnostic tool in order to develop appropriate strategies to cater for a child’s individual needs and to ensure progress. Records are accounts of a child’s progress.

Children are assessed in a variety of ways and records are kept of their individual progress to:

- support their educational, emotional and social development
- communicate their achievements to all relevant parties, including the child
- motivate and encourage them in order to raise their self-esteem by recognising achievements
- use as a diagnostic tool for identifying strengths and weaknesses so that work can be matched to their needs
- aid and inform curriculum planning
- ensure continuity, progression and differentiation
- manage the delivery of the curriculum so that teaching and resources are used to maximize effective learning
- identify cohort weaknesses and gaps in learning

Planning and assessment

Plans identify areas for assessment: weekly plans outline opportunities and strategies, monitor progress and inform future planning and learning objectives.

- Assessment for Learning
- Assessing Pupil Progress

Approaches/Strategies used for Assessment

Our assessment procedures are comprehensive and include

- discussing/questioning
- verbal feedback
- Extending learning through challenges, questions and problem solving
- Observations
- marking/evaluating work
- children’s self-assessment/ peer assessment
- formal testing
- children’s response to verbal feedback during the lesson

Formal Assessment and Record Keeping/Annual Time table is attached.

Year R.	Reception Baseline during the first six weeks of school. End of year Foundation Stage Profile
Year 1	Year 1 Phonics Screening in June
Year 2	Optional End of Key Stage 1 SATs
Year 4	Multiplication Tables Check in June
Year 6	End of Key Stage SATs in May
Years 3, 4 and 5	End of Term tests (Maths, Reading, and Writing)

Testing formally at St Teresa's should be an aid to enhance teaching and learning, and not primarily as a barometer of how much a student knows now. Teachers therefore use tests according to the needs of their class and to identify gaps in learning in order to teach from.

Assessment Information (Target Tracker)

St Teresa's uses Target Tracker to assess pupils. This system uses the skills from the National Curriculum for each year group. The Teacher assesses each child's knowledge of each skill in each subject regularly through the use of discussions, guided groups, application, observations, learning outcomes and test data. These statements are highlighted as the half term progresses then the teacher makes an overall judgement on the attainment of the child at the end of each term.

Target Tracker is made up of Bands and Steps.

A band represents a year group. For example, band 1 is year 1. Within each band, there are 6 steps as follows:

Beginning (b)
Beginning plus (b+)
Working within (w)
Working within plus (w+)
Securing (s)
Securing plus (s+)

We expect pupils who are on track to meet national expectations to:

1. Be Beginning in the current year group appropriate band by Christmas
2. Be Working Within in the current year group band by Easter
3. Be Secure in the current year group band by the summer

Target Tracker requires the children to work at a W+ (working within +) the current band by the end of the year. In order to maintain high standards and high expectations at St Teresa's, we have set the expectation to one step higher to a Secure to challenge our pupils and maintain high outcomes for our pupils.

The average child will move **one step per half term**. The expected progress for a St Teresa's child is **6 steps**. We monitor pupil's step progress termly to ensure pupils make at least expected progress.

Showing higher attainment

Higher attainers cannot exceed the current band for their year group. This is to enable depth of learning, not breadth. Progress will be seen for these children through gold highlighting on the skill statements on Target Tracker. Evidence of this will be seen multiple times in the children's learning.

Pupil Progress Meetings

Pupil Progress meetings are held regularly to review pupils' progress toward their targets. At St Teresa's, we do not want to over burden staff with Pupil Progress meetings every half term and therefore take the advice from the Ofsted 2019 document that they are held no more than 3 times a year. Present at Pupil Progress meetings are:

- Headteacher
- SENDCo

The Pupil Progress meeting is a supportive meeting that analyses the data with the teacher where targeted pupils are discussed for their progress or attainment. Trends in data are also analysed to improve the curriculum for the cohort accordingly. As a team, we discuss next steps for the focus pupils which are reviewed for the next meeting. All staff are held accountable for the progress that children are making. Target children are identified and monitored, then interventions are put in place for children who are not on track in terms of progress or attainment. These interventions are evaluated half-termly.

The Pupil progress meetings take place:

1. October - to monitor the children settling in and ensure SEND interventions are working well for the pupils/teachers
2. January - review of term 1 and set next steps for the pupils
3. April - review of term 2 and set next steps for the pupils

In July, teachers meet and pass on the information surrounding their classes including interventions, key information and next steps for their pupils.

Every half term, the data is analysed for the class teachers by the assessment leader. Formal meetings do not take place in February or May unless requested by the class teacher.

Subject leadership and Assessment

Subject leaders monitor their subject area and carry out work scrutiny and data tracking using the subject leadership data analysis proforma. Subject leaders use this assessment to develop their subject further. Actions from the monitoring should be linked to the subject leader's action plan and subject development. Subject leaders produce an annual action plan for their subject area and evaluate it annually. These are available for Governors to look at upon request.

Reporting to Parents

Parents may make an appointment (through the School Office) to meet with their child's class teacher(s) to discuss progress/areas of concern at any time throughout the year. Open Evenings are held in the Autumn and Spring term when parents are able to discuss the progress of their children. Written reports are completed and distributed in the Summer term. Parents have the opportunity to discuss reports with staff and also feedback in writing.

Marking

'Marking will have a clear purpose for either the child or the teacher, depending on the learning objective. Effective feedback is proven to impact students the most in terms of progress in their time at school.' (educationendowmentfoundation.org.uk) Effective feedback, either written or verbal should be effective and as immediate as possible for ultimate impact. All feedback should be specific, accurate and clear.

Marking methods

In our school you will see many different approaches to feedback and marking. Marking comments will not always be seen on a piece of work because verbal feedback was given. There may also be examples where marking or feedback was given by another pupil.

- Verbal feedback during the learning is our preferred method as it enables the child to act on the feedback immediately.
- Talk positively to the children. In situations that need immediate reassurance or a quick check on progress in a task, marking using the spoken word can be most appropriate. The effect of the comments can be seen easily in the child's response, making it clear whether or not it has had the desired outcome. Work can then be annotated or stamped to show that verbal feedback was given.
- The learning objective will be highlighted by the teacher to indicate if the child has met the objective. **Green** highlighter indicates that the child has met the objective. **Orange** highlighter indicates the child has partially met the learning objective. **Purple** highlighter indicates the child has not met the learning objective.
- Ticks, crosses, underlining, circles, dots, etc., depending on the purpose. (Agreed symbols can be found at the end of this policy). There should never be a whole page of crosses.
- Rubber stamps or stickers that indicate praise.
- Team points or Dojo Points for achievement.
- Stickers of special achievement from the head teacher.
- Comments appropriate for the particular child.
- Where appropriate include a next step comment although this can be verbal.

Written work is marked to:

- aid planning
- encourage children to recognise their achievements ("it was good because...")
- raise their self-esteem
- provide children with clear feedback, constructive comments, ways forward and goals and targets.

The form of marking depends upon the subject, activity, task and age of the children involved. It may be oral, written, and may involve immediate feedback during the lesson. Corrections are completed as and when teachers feel they will benefit the child. The teacher's role in marking varies e.g.

- teacher as editor – helping to improve work
- teacher as - proof reader – correcting errors
- teacher as examiner – making judgements about the standard of work
- teacher as monitor – checking completion of work

Verbal feedback should:

- identify what the child has done well
- compare what the child can do now with what they had done previously
- encourage and further support the child's learning journey
- provide specific guidance on how the child can improve
- provide a challenge or achievable, yet challenging, goal.

Children are involved in the marking and feedback process by:

- making them aware of the purpose of marking
- making them aware of the criteria used to mark a piece of work
- responding to teacher comments
- being encouraged to self-assess identifying their strengths or gaps in learning. Children will use the symbol SA to indicate they have self-assessed their learning.
- enabling them to mark and correct their own work or mark another child's work (especially a practice/practical type of activity). The teacher will always review this marking.
- Peer assessment can be a powerful tool. The symbol PA will be used to indicate a peer has assessed their work. Pupil comments during peer assessment will be done on a post it note and placed on the learning they have assessed.

Marking in R.E.:

We recognise that as core of the core, R.E. marking needs to reflect the importance of Religious Education. In R.E., therefore, we mark in the following ways:

- All work is read and acknowledged.
- Work is marked always from an R.E. perspective (not an English perspective).
- Incorrect spelling of religious key vocabulary will be corrected.
- Teachers encourage children to be self-reflective through their R.E. marking.
- Teachers will probe deeper, asking poignant questions linked to discernment and being called to action.

Expectations of books

WRITTEN tasks

- Position of date in top right hand corner in full (developed in Yr 1) and underlined from Year 3
- Learning objective, using capital letters where appropriate, on left hand side, underlined on the next line, then leave a line (introduced Yr 2)
- Paragraphs when understood
- Consistent reinforcement of capital letters and full stops

- Other punctuation as relevant to ability
- Ink mistakes, a line through with a ruler
- From Year 2 all staff will model joined-up handwriting, except in phonic sessions.
- Children will attempt to join-up handwriting from the end of Year 1.

MATHEMATICS

- Margins should be drawn, 2 squares wide (introduced Yr3).
- From Year 3 a middle margin to create two columns is introduced in A4 sized exercise books.
- Numerical date to be written on the on the first full line top right hand corner, Learning objective left-hand side underneath the numerical date.
- Corrections : KS1 next to error, KS2 re-write and correct where appropriate
- Pencil only for Mathematics
- Numbers of the question should be in the margin
- Use of erasers in maths should be at the class teacher's discretion.

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Our marking symbol system

Symbol	Meaning
✓	I know my work is correct
. or x	I know my work is incorrect
——	I can put a line through a mistake
V	Verbal feedback given
PA	Peer assessed
SA	Self Assessed
Sp.	I have a spelling error
CTS or TAS	Class Teacher Support or Teaching Assistant Support
ⓧ	I have used an incorrect tense
Ⓟ or ○	I need to correct my punctuation
//	I need a new paragraph
∧	I need to add a missing word or letter
*	Add more detail
	Improve this word