

Skerne Park Academy



Marking and Assessment Policy & Procedure

Linked to New Curriculum and
Learning Ladders

Review Date: December 2016

Adopted/V1							
Dec 2015							

This policy has been written to ensure a systematic approach is made to marking across the school. Please ensure you follow this exactly, it is how we expect marking to be completed in every subject that you teach. The SLT will use this as a guide when reviewing books, and expect to see it being used. Any questions that you may have please speak to a member of the SLT and they will advise you.

Hummersknott Academy Trust incorporates Hummersknott Academy and Skerne Park Academy and unless otherwise stated this policy and procedure applies to all Academies equally. This policy relates to Skerne Park Academy only.

The purpose of marking effectively

Mission Statement

At Skerne Park Academy we believe that there is more to marking than a tick or a cross in an exercise book.

At Skerne Park Academy to get the very best from our children, we show genuine interest in the work they produce and demonstrate the value we put upon achievement and effort by the quality of our response – be it written, oral or demonstrative.

AIMS

Through our responses to children's work we aim to: -

1. Show that children's work is valued and their efforts respected.
2. Foster self-esteem and confidence.
3. Instruct, advise on next step learning and thus raise standards.
4. Use marking as part of the assessment process to inform next-step teaching.
5. Motivate children to give of their best and have a sense of pride in the work they produce.
6. Encourage children to be self-critical, independent learners.
7. Promote consistency throughout the school.
8. Marking will link directly to success criteria/objective/individual target.

TIMEFRAME FOR MARKING/IMPROVEMENTS

At Skerne Park Academy we mark writing and provide improvement prompts that children can complete during **the next lesson**. This meaning, feedback from a Literacy lesson on a Tuesday will be available on a Wednesday; feedback from a Literacy lesson on a Friday will be available the following Monday – no exceptions. Our books will **always** be marked to ensure that the children know what the next steps in their own personal learning journey will be.

If you give a child a correction/improvement prompt, they should **ALWAYS** act upon it and sufficient time should be planned into your lesson!

General for all subjects

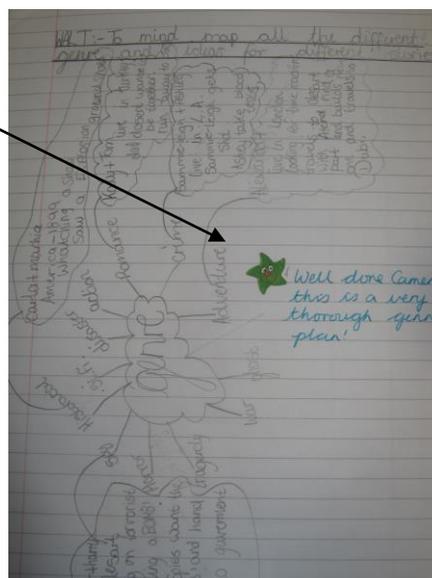
Learning objective – L.O
Success Criteria – S.C or success criteria.
(No WALT or WILF)

Shorter Writing Tasks – on a daily basis (plus language and literacy marking)

At Skerne Park Academy, we will mark writing daily for every child. Each day, a group of children will receive in-depth marking and feedback (about six or seven as a minimum) so that by the end of the week **ALL** children will have had the chance to respond to feedback/up level their writing. You may wish to do in-depth marking more frequently, depending upon the individual child and the nature of the writing.

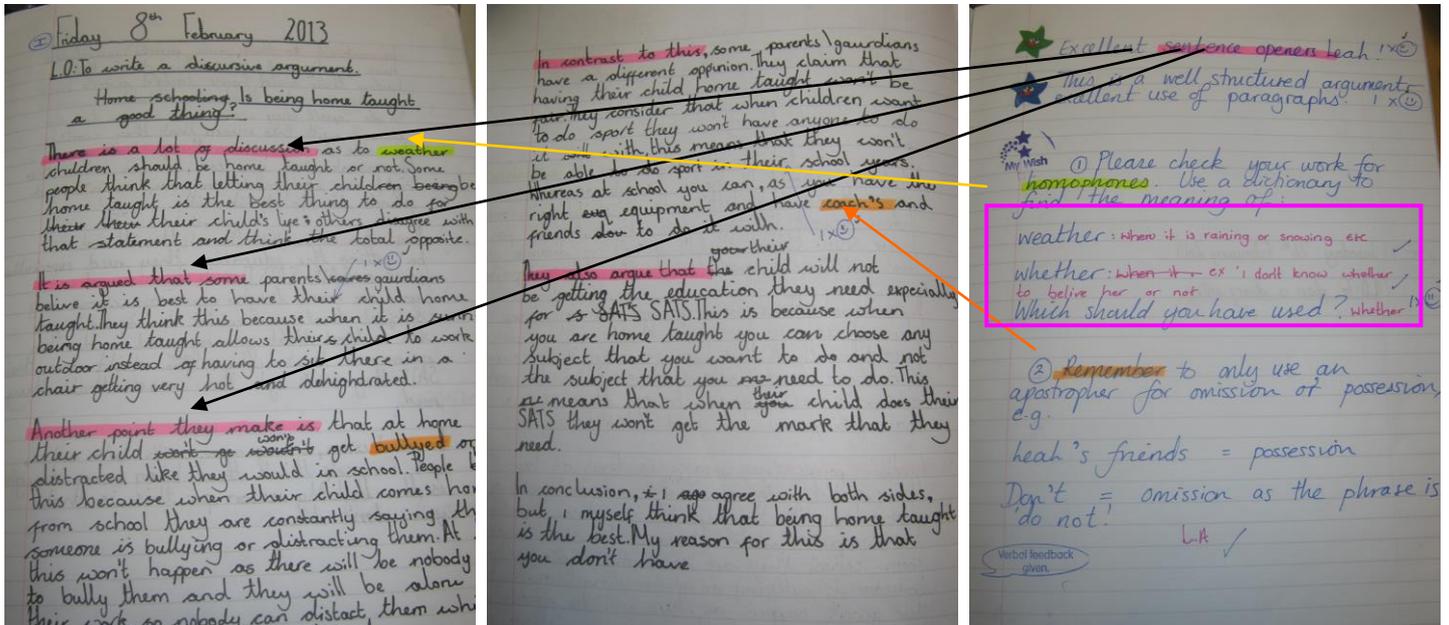
Example of 'light touch' marking:

- ✓ Reference to success criteria/objective.
- ✓ One 'star' comment.



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Example of Year 6 'in-depth' marking for at least 6/7 children per day.

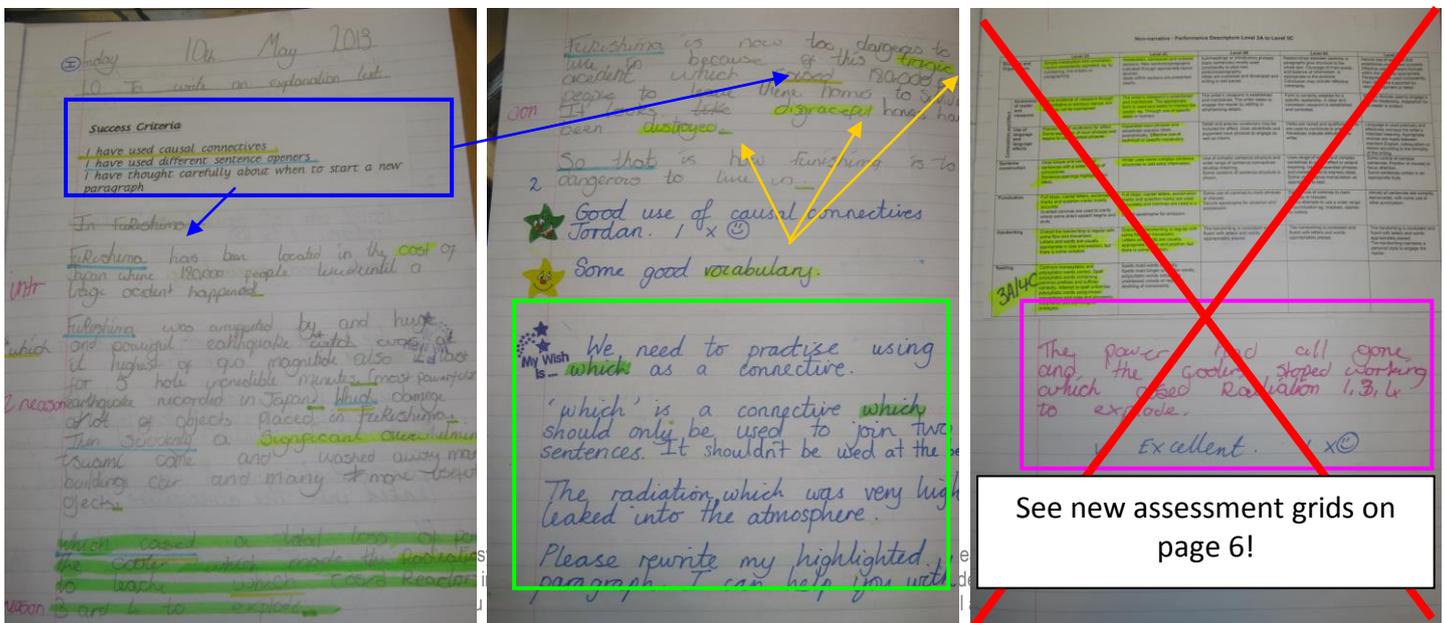


- ✓ 'stars' match success criteria and are highlighted to show use within the child's writing.
- ✓ 'wish' gives the child a task in order to improve writing and show understanding.
- ✓ Pink pen is used to complete improvements.

Extended Writing – at least 3 pieces per half term!

At Skerne Park academy, we aim for the children to complete at least 3 pieces of levelled writing per half term. This will enable us to make secure teacher judgements of writing and have a wealth of evidence to support our judgements. Each piece of extended writing will be marked and levelled by the teacher so that the children can then improve their writing the next day, using the pink pen.

Example of Year 6 marking for extended writing:



See new assessment grids on page 6!

- ✓ Success criteria stuck in the book (by the teacher), children given the opportunity to underline where they think they have met the objective. (Children will need to be taught this skill)
- ✓ 'stars' match targets/success criteria and are highlighted to show use within the child's writing.
- ✓ 'wish' gives the child a task in order to improve writing and show understanding.
- ✓ Pink pen is used to complete improvements.
- ✓ Assessment grid linked to Learning Ladders to be stuck in book and assessed against.

If all of these steps are followed and children are given personal targets to achieve, they will gain a thorough understanding of their writing level, and what they need to do to improve. They will learn to self evaluate by checking their writing against the success criteria.

Presentation

- ✓ Margin to start writing, with writing going to the end of each line (use strategies to support this as soon as you realise there is an issue: dots at the margin etc)
- ✓ Long date and Learning Objective Underlined (if child struggles to do this, either stick it in or write it for them)

Self-Corrections whilst working

- If a mistake is made, a neat single line should be drawn through the word/s so it can still be read by the teacher.
- **NO** rubbers

Pen Licence

Please show Sarah Chambers or Kate Chisholm the child's handwriting **BEFORE** you send them to the office to ensure handwriting is of agreed standard.

- ✓ When a child is awarded a pen licence, they should carry it on to the next year group.
- ✓ A "handwriting warning" should be given if handwriting begins to become messy (See below)
- ✓ Children should receive 1 warning. If handwriting does not improve on the next piece of writing then pen licence will be removed.
- ✓ Children can be 're-awarded' their pen licence when the teacher feels their handwriting has improved.



How to show children that they have been given a handwriting warning.

Assessing Writing – A guide to assessment using learning ladders

Meeting the Objective

1 box = objective taught (write date)

2 boxes = objective met in independent writing (write date)

3 boxes = objective met again in independent writing (objective achieved – write date)

Independent Writing Assessment			
Learning Ladder statements to be assessed	Code	2/3	3/3

This grid will be stuck in every child's book at the end of an independent piece of writing. You will choose the learning ladder statements that you will be assessing against and put them into the grid.

Example

Independent Writing Assessment			
Learning Ladder statements to be assessed	Code	2/3	3/3
I can add the suffixes -ed, -ing, -er, -est, -ly, -y to root words	SS1		✓
I can write more than one sentence about an idea	O1	✓	
I can read my writing back to an adult confidently	P1		
I can use some basic descriptive language - colour, size, simple emotions	WW1		
I can make some appropriate word choices from word banks, class lists and sentence openers	WW1	✓	

Green Highlight – Objective achieved in writing.

Blue Highlight – Objective not met and will be addressed in 'wish'. It could also become the topic of an intervention, if necessary.

2/3 – tick if objective has been achieved and you will mark it on the learning ladder in the second box.

3/3 - tick if objective has been achieved and you will mark it on the learning ladder in the third box. This means that you are confident that the child can do this independently.

To be stuck in the top outer corner of the page where the writing starts

Writing for Purpose

1. At the beginning of each new genre, children will complete a 'cold write'. The lesson should follow this structure:



Introduce genre – typical features

Example: Persuasion – boastful language

Imperative verbs

Alliteration

Personal pronoun etc

Include any learning ladder objectives you will be assessing in the 'hot write' at the end of writing.

Discuss the purpose of the writing

Example: Persuade a teacher to give less homework.

Input should take no longer than 15 mins – remember this is your chance to assess the children's writing before any teaching takes place.

Give a wish/improvement prompt when marking against the success criteria.

To be stuck in the top outer corner of the page where the writing starts

2. At the end of the teaching cycle of imitate/innovate/invent, children should then complete their independent writing as normal – ‘hot write’ to be assessed.



Assessing Reading – A guide to assessment using learning ladders

Meeting the Objective

- 1 box = objective taught (write date)
- 2 boxes = objective met in guided reading session (write date)
- 3 boxes = objective met in either Cracking Comprehension independent task or Progress Test where applicable (objective achieved – write date)

Guided Reading Record Sheet		Group Number:	Term:
1 Book Title:			Colour
Learning Ladder Statement Focus of Session	1.		Code
	2.		
	3.		
	4.		
	5.		
Children's names:			
Planned Questions:			
Children's Names - achieved (green), almost (orange)			
Ladder No			
1.			
2.			
3.			
4.			

Example of a guided reading record sheet. A comprehension activity/activities should follow every guided reading session.

Groups for guided reading should be flexible – arrange them due to gaps in learning and teach objectives accordingly.

Numeracy

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Numeracy

Presentation

- ✓ Margin on both sides of the paper (use own judgement)
- ✓ Short Date and Learning Objective Underlined
- ✓ 1 digit per square, ruler always used for lines
- ✓ Use of pen (if licence has been awarded), pencil for diagrams.

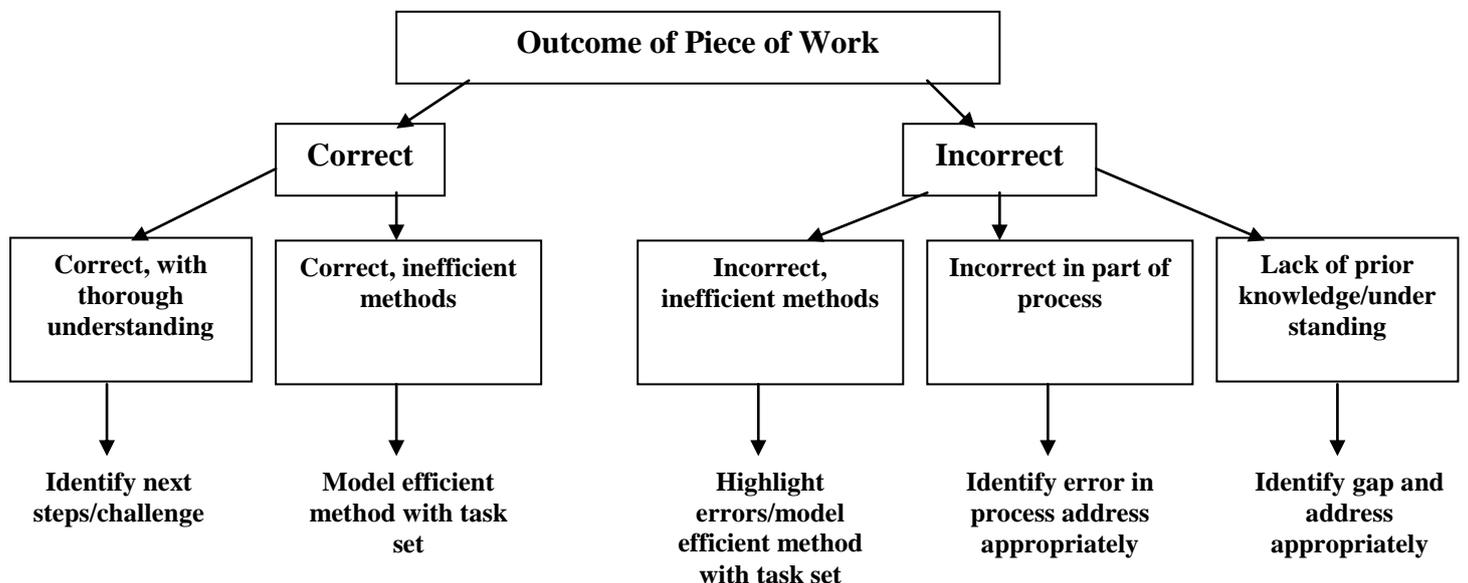
Self-Corrections whilst working

- If a mistake is made, a neat single line should be drawn through the digit so it can still be read by the teacher.
- **NO** rubbers

Marking – ‘Light touch’

At Skerne Park Academy, we will mark numeracy daily for every child. It is your responsibility to ensure all children receive one more ‘thorough’ mark per week. However, should you feel that a child may need additional support through marking and feedback, this should be carried out.

Effective Marking and feedback (wishes)



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Strategies you could select:

✓ Self correcting prompts

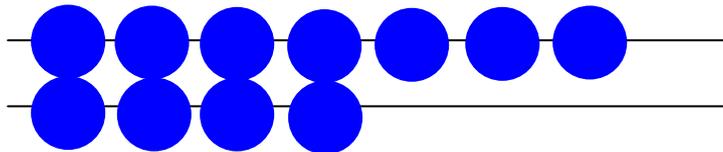
- Can you circle the error in question 3?
- Can you find and correct your mistake...?
- I think the answer to question...is...can you check that I am correct?
- Check this question and correct
- Spot the mistake in question...
- Check the accuracy of your drawing and have another go

✓ Modelling of a method (a model or image gives a visual image of the thinking behind a concept)

- Number track, number line, bead string, hundred square, place value chart, fraction wall, place value cards, arrays, fraction circle etc.

✓ Providing an image

- What is the difference between 7 and 4?



✓ Closed/multiple choice question

- What is $8-4$?
- Is 7 an odd number?
- What are four threes?
- What is 7×6 ?
- How many centimetres are there in a metre?
- If I buy 3 books for £1.99, what would the total cost be?
- What is the difference between 56 and 19?
- $27 + \underline{\quad} = 80$
- A film starts at 6:10pm and finishes at 8:35pm, how long does it last?
- Ring the even numbers: 5, 8, 18, 21, 29, 34
- Would you expect:
 - A front door to be 1, 2 or 5 metres tall;
 - A handspan 5, 15 or 50 centimetres wide;
- Circle the multiples of 3: 23, 15, 26, 12, 45

✓ Open question – challenges

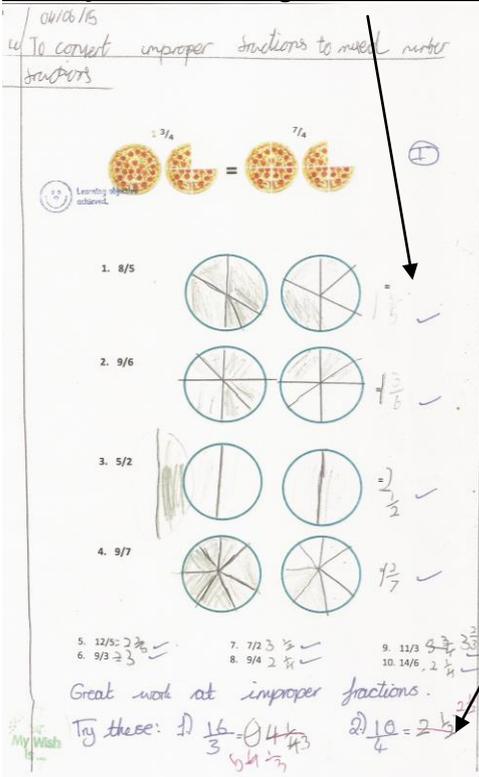
- Find two single digit numbers with a total of 13.
- A chew and a lolly cost 10p altogether – what could each sweet cost?
- Tell me two numbers with a difference of 2
- What numbers can you make with 2, 3 and 6?
- What even numbers lie between 10 and 20.
- Find different ways of completing this table...
- Tell me two numbers with a product of 12.
- If $7 \times 6 = 42$, what else can you work out?
- Tell me two lengths that together make 1 metre. Find 3 different answers.

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- Write three different ways of adding two numbers to make 1.
 - Draw four shapes with at least 2 pairs of parallel lines. Here is one: 
 - ✓ Finish the sentence
 - "Two numbers bigger than 13 ... and ..."
 - "Four 5 pences have the same value as and"
 - "Half of 16 is the same as +"
 - "18 is closer to 20 than 15 because ..."
 -  "This shape is called a because it has"
 - ✓ Explanation/Generalisation
 - Would you prefer 3/5 of a cake or 2/3? Explain your answer.
 - Explain how you know if a number is a multiple of 5.
 - How would you work out the area of a table.
 - When you add three odd numbers the answer is even....

Example of marking correct work then the inclusion a challenge:

04/06/15
 To convert improper fractions to mixed number
 shortcuts



1. $8/5 = 1 \frac{3}{5}$ ✓
 2. $9/6 = 1 \frac{3}{6}$ ✓
 3. $5/2 = 2 \frac{1}{2}$ ✓
 4. $9/7 = 1 \frac{2}{7}$ ✓

5. $12/5 = 2 \frac{2}{5}$ ✓ 7. $7/2 = 3 \frac{1}{2}$ ✓ 9. $11/8 = 1 \frac{3}{8}$ ✓
 6. $9/3 = 3$ ✓ 8. $9/4 = 2 \frac{1}{4}$ ✓ 10. $14/6 = 2 \frac{1}{3}$ ✓

Great work at improper fractions.
 Try these: 1) $16/3 = 5 \frac{1}{3}$ 2) $10/4 = 2 \frac{1}{2}$

22.6.15
 60 to solve subtraction word problems

20
 $£3.00 - £2.00 = £1.00$ ①

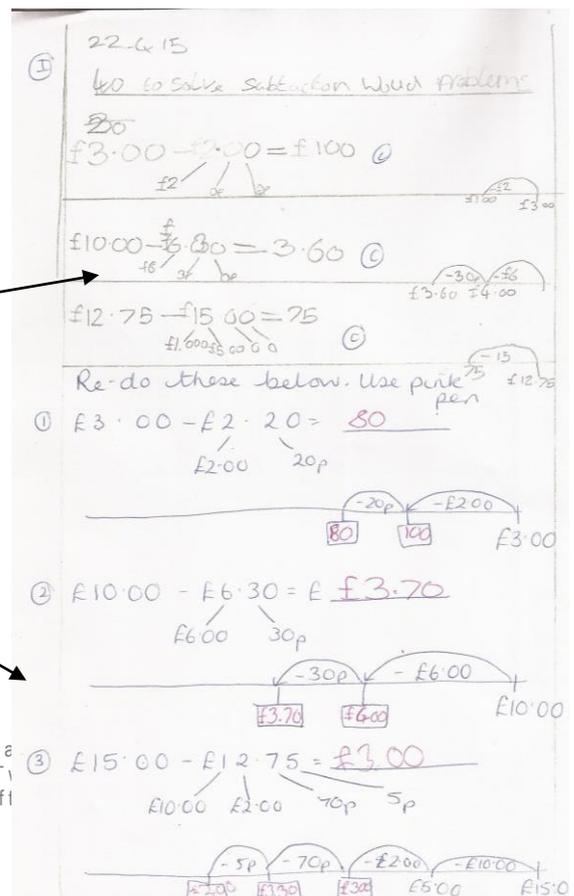
$£10.00 - £6.30 = £3.70$ ②

Re-do these below. Use pink pen

① $£3.00 - £2.20 = 80$

② $£10.00 - £6.30 = £3.70$

③ $£15.00 - £12.75 = £2.25$



Example of marking incorrect work including the use of models and images to aid correction.

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Assessing Numeracy – A guide to assessment using learning ladders

Meeting the Objective

1 box = objective taught (write date)

2 boxes = objective met in independent work, using and applying or a mental maths test (write date)

3 boxes = objective met in progress test 1 week later or practice SATs test at the end of half term (objective achieved – write date)

Numeracy Learning Ladder statements to be assessed
Count in multiples of 3
I can Count in 10's on a structured number line
I can order numbers up to 100

You can add additional statements to the grid as necessary.

General

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General for all subjects

Learning objective – L.O
Success Criteria – S.C or success criteria.
(No WALT or WILF)

Use of Support Staff

If support staff work with a particular group during the lesson, it should be identified on your planning who they will be working with. They should then do the following:

- ✓ Make any notes on a post-it which can be attached to your plan.

- ✓ Liaise verbally with the teacher

- ✓ Note any children who worked independently by writing their name with (I) following it on a post-it note. Any children who needed guidance should be identified with a (G) on a post-it note.

As soon as your TA feels confident to mark using this policy, and you have discussed this with them, then TA's can also mark books. It is your responsibility as class teacher to ensure that the marking policy is being followed in your books by any other adult.

Only the class teacher should mark extended writing – this is to ensure that teachers have a good understanding of their child's writing level.

Foundation Subject Marking

At Skerne Park Academy, we understand the need for quality marking of **all** subject areas. Marking should be completed the same day to ensure that if there are any corrections to be made, they can be made the next day at the latest.

- ✓ Stars are to be used to show if success criteria has been met. 

- ✓ A wish can be used if needed to prompt improvements from the children.



- ✓ Verbal feedback stamp with comment to show if a member of staff has advised the child.



- ✓ Corrections in pink pen

Pink Pen

- ✓ Marking in **blue pen**

This policy links with values 1 - Academic excellence, 2 - Outstanding provision, 3 - Nothing but the best for all, 4 – Taking responsibility and 5 - Foundations for future success of Hummersknott Academy Trust's Vision and Values.

RESPONSIBILITY

This policy will be reviewed and updated where necessary by the Deputy Head Teacher and approved for adoption by Curriculum and Standards Committee.

PUBLICISING THE POLICY

A copy of this policy and procedure will be available on the Academy's website and intranet. Staff will be advised of amendments to this policy via Staff Briefings and are expected to familiarise themselves with the content.

POLICY STATUS

This is a non-statutory policy.

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