



The Assessment and  
Marking policy  
at  
Charlton Manor Primary School

October 2018

# The Assessment and Marking policy at Charlton Manor Primary School.



## Assessment

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At Charlton Manor Primary School we use target tracker along with our medium term plans to ensure our children are getting a full curriculum coverage expected for their age. Target Tracker is also used to assess the children cumulatively throughout the term and to make a summative assessment at the end of each half term (6 times a year) in partnership with 6 half termly tests across reading, GPV and spellings (3 termly tests for maths). Writing is assessed using children's independent work against the curriculum statements (on Target Tracker) to monitor children's progress.

Over the year we expect a minimum of 6 steps progress for every child, regardless of any barriers to learning.

Some children may have been assessed to be working below age expected and sometimes even working in the previous year's band. It is with these children that we expect a push for accelerated progress/more than 6 steps to ensure that we raise their attainment so that it is at least in line with what is expected.

## Moderation

Throughout the year, at Charlton Manor, we moderate across phase, school and cluster. There are also opportunities for teachers to collaborate in borough wide moderation sessions. All of these opportunities for moderation ensure the accuracy of teachers' judgements. Assessments are regularly sampled through checking test data, book scrutinies, pupil interviews and learning observations.

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## Marking

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At Charlton Manor we have concluded that an approach of assessment with an emphasis on verbal feedback rather than written is what is more beneficial for our children and teachers. We have found this to be the most efficient use of both the students and the teachers' time and the most accurate and effective way of assuring progress and filling any misconception gaps. It also helps teachers by informing their planning as they progress through each topic.

Constructed, planned verbal feedback at the start of both our English and Maths lessons about the previous piece of work, is used to ensure that any misconceptions are addressed more accurately and extensions are challenging enough therefore extending our more able children.

- ❖ **All children complete their work in pencil or handwriting pen (KS2).**
- ❖ **All teachers to mark and comment in the children's books in green pen.**
- ❖ **Whenever the children respond to a teacher's mark or the verbal feedback they are to do so in red pen.**

## Maths

(A minimum of 2 written pieces of work to be present in books each week, the rest of the lessons are to be practical learning in line with our ethos.)

1. Tick a correct answer or working out.
2. Circle or question mark any mistakes.
3. A green 'Next step' footprint stamp is to be used to indicate where the children are to complete their next step work.
4. Each piece of written work requires a comment predominantly via verbal feedback – this may be to cover a misconception made by a group of children or extending those that have already got it.
5. Children are to respond in red pen.
6. The red pen may be going back through their work to correct any mistakes (which you have circled) or next to the 'next step' stamp as a way of extending the child and moving them on.
7. Stamp to be used to let the children know "you have achieved your learning objective" "you are working towards your learning objective" or "I need to give you some more help". This is to be placed at the top of the page near (or if space, in) the Learning Objective.

## English

1. Stamp to be used to let the children know “you have achieved your learning objective” “you are working towards your learning objective” or “I need to give you some more help”. This is to be placed at the top of the page near (or if space, in) the Learning Objective.
2. An in-depth mark consisting of written comments will take place when a piece of work has been produced in context (the big write). This is expected at least twice each half term.
3. A yellow highlighter is to be used to show where the objectives have been met in the writing.
4. The ‘next step’ stamp should be at the bottom of the work and completed after verbal feedback during the following lesson.
5. You are to correct a max of 3 spellings (shown by a green wiggly line underneath the word and the correct spelling above the word in green pen or margin if it fits better).

Foundation subjects are to be considered like the English marking policy with the focus being on the stamp indicating whether the learning objective has been met, is working towards or needs more help with verbal feedback for the written work.

## Learning objectives

Learning objectives are the same throughout the school and subjects with the only exception being that KS1 objectives use the long date and KS2 objectives use the short date.

**Monday 20<sup>th</sup> November 2018**

**L.O:** \_\_\_\_\_

**(Context/Long term Goal: Diary entry)**

**20/11/18**

**L.O:** \_\_\_\_\_

**(Context/Long term Goal: Diary entry)**

You've achieved  
your learning  
objective.



You're working  
towards your  
learning objective.



I need to give you  
some more help so that  
you will understand.



**To be reviewed September 2019**