


Green Park School Marking, Assessment and Moderation Policy

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Role:	Deputy Headteacher & Assistant Headteacher
Committee approving Policy	Standards Committee
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Signed by Chair of Committee	 Mrs L Guest , Chair of Standards Committee

Our Mission

Green Park aims to provide access to high quality education and learning experiences, both in school and in the community and seeks to maximise each pupil's achievement as part of his or her lifelong learning. It is the school's aim to be a centre of Educational Excellence in the heart of the community.

1. Introduction

Green Park aims to provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations.

We aim to

- Use Evidence for Learning as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Improve standards by enabling teachers to scaffold and build upon what knowledge students have gained in the previous key stage.
- Develop children's self-esteem through praise and valuing their achievements;
- Create communication to aid progression.

2. Assessment Documents

We currently use the following documents to assess and/or accredit aspects of learning and progress as appropriate to individual pupils:

- Early Years Foundation Stage Profile
- Programmes of Study, both within the National Curriculum and the School's curriculum framework.
- Accredited frameworks as published by ASDAN or OCR
- Behaviour protocol checklists (Antecedent, Behaviour, Consequences (ABC),

- statistical analysis standards v progress etc.)
- Read Write Inc. Assessments
 - White Rose Maths where applicable
 - Personal Learning Goals on Evidence for Learning app — EHCP outcomes.

In addition teachers and external professionals i.e. speech and language may use specific tools to look in more detail at particular aspects of learning.

3. Assessment Techniques

Green Park pupils have a wide range of abilities and learning styles and our approaches to assessment reflect this. Techniques we use include:

- Observational assessment
- Questioning- enabling the teacher to make a judgement about pupil's degree of understanding.
- Marking and review of work carried out using Evidence for Learning.
- Reviewing other evidence such as photos, folders, books and videos collected over a period of time.
- Regular Monitoring of work alongside School Improvement Leaders and Area of Need Leaders.
- Regular monitoring of work in comparison to national expectations
- Functional assessment of behaviour
- Records of frequency and intensity of behaviour
- Multidisciplinary discussions i.e. Progress meetings, Annual Review.

4. Marking Expectations

4.1 Green Park will;

- Ensure that all teachers know what is expected of them with regards to marking.
- Communicate relevant and timely feedback to pupils, through signing, the spoken word and in writing.
- Give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective marking and feedback.
- Value pupils' learning, helping to diagnose areas for development or next steps, and evaluate how well the learning task has been understood.
- Create a dialogue with the learner, through which feedback can be exchanged and questions asked;
- Actively involve the learner in the process

4.2 Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be communicated with the child
- Be frequent and regular.
- Allow time for the child to process the information as appropriate.
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the same process to ensure equity across subjects and abilities
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the science content, not the punctuation.
- Be consistently followed by teachers and TAs across the school.
- Use the agreed Marking Scheme to correct errors that go beyond the learning objective (see below)
- Positively affect the child's progress.
- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link to the learning objective (What was the young person meant to be learning?)
- Link to the young persons individual EHCP targets identified by the teacher.
- Acknowledge communication and praise.

4.3 Ensure work is marked regularly and as promptly as possible after completion, to allow effective and immediate feedback to be given.

- All work presented in folders/ books should be annotated and signed.
- All pupils (on all pathways) should have one piece of marked work on the Evidence for Learning app each week, linking to EHCP outcomes, learning passports and their curriculum pathway. Pre-formal learners should also be assessed on the app using engagement model.
- Annotated work in folders should demonstrate the progress / journey that pupils make towards key learning.
- Feedback should be given immediately using an appropriate style for the pupil.
- There should be one piece of annotated work per week in the English section of folders (Reading or Writing) for pupils on the semi-formal and formal pathway.

- There should be one piece of annotated work per week in the Mathematics section of folders (Number or Shape, Space and Measures) for pupils on the semi-formal and formal pathway.
- There should be three pieces of annotated work per half term for Science for pupils on the semi-formal and formal pathway.
- There should be one piece of annotated work per half term for Foundation Subjects being taught for pupils on the semi-formal and formal pathway.
- For pupils on the pre-formal pathway, there should be one piece of annotated work per area of need every 2 weeks.
- For EYFS pupils – there should be one piece of annotated work in each of the 4 areas (3 prime and mathematics) every 2 weeks.
- For Sixth Form Pupils – marking will take place with the Functional Curriculum in mind.
- Work will be moderated to confirm judgments within phases on a regular basis.
- Folder monitoring will take place on a regular basis. The task will be undertaken by Senior Leaders (Area of Need team and School Improvement Team)

4.4 Learning Passports

- Learning Passports track progress made by pupils on Evidence for Learning.
- Learning Passports are a set each term (October, February and June) in relation to a step towards an EHCP outcome. They are small, short-term targets to allow for sequential, precise learning.
- Evidence towards learning passports will be collected through marked work on Evidence for Learning.

5. Verbal Feedback

5.1 Discussion about work take place through direct contact with the child. It is particularly appropriate with younger, less able or less confident children.

5.2 A discussion should be accompanied by the appropriate comments in the child's folder or remark to serve as a permanent record for the child, teacher and parent. In some cases it may be helpful to add a record of the time taken and context in which the work was done. Verbal feedback should be acknowledged.

6. Adult and Pupil Assessment

Marking Scheme - (Adult Assessment)

6.1 At all times, we should think – ‘what do pupils understand?’

6.2 'Errorless Learning' helps to build pupils confidence. Planning opportunities for success will build confidence and help pupils to take those challenging tiny steps forward in their learning.

6.3 The advice is that the marking scheme should be **consistent and relevant**. We will need to differentiate for individuals and do our best to help pupils understand what has been said about their work.

6.4 We will make our expectations clear to pupils. Errorless Learning and Differentiation will take place, but where appropriate and staff know that pupils can understand how to improve, misconceptions will be challenged and corrections will be modelled and reshaped. Where there has been a real improvement, the young person will have this emphasised. E.g. a pupil wrote letters of the alphabet and compared to weeks ago, he can now form more letters much clearer. This will be celebrated through the use of the annotated work, stickers, awards and on Evidence for Learning.

6.5 We should also consider how to communicate what the pupil could do next to improve. For many of our pupils, this will mean practice and generalisation of skills.

6.6 We ask staff to identify the following information when marking on the app;

- What the young person meant to be learning? (Objective)
- What he/she did to achieve it?
- Next Steps in learning
- Pupil Self-Assessment where appropriate

6.7 Sensory Learners need to 'sense / pick up' that the people around them are happy with the work that they have done.

- Suggestions to celebrate really good work include;
 - Being able to sit on a decorated chair – or be pushed around the group for individual attention whilst others cheer.
 - Wear something special e.g. a robe / boa - whilst others cheer
 - Having 'confetti' thrown to celebrate achievement.

7.0 Evidence for Learning App

7.1 The app allows us to record video and photographic evidence for each pupil.

7.2 Staff assess children against their 4 EHCP outcomes in their Personal Learning Goal on the app as well as the curriculum assessments for each pathway and engagement model for pre-formal learners.

7.3 Staff also assess against curriculum steps to provide children opportunities to develop a wider range of skills in a variety of subject areas (personal to them).

7.4 Class teams can 'tag' criteria in order to filter at a later date and these tags comment on the type of support given to the pupil when assessing.

7.5 Class teams can assess the evidence on the app for a 'cross curricular' approach

7.6 Each term, teachers assess the EHCP steps against the following judgments: Emerging, Developing and Secure.

7.7 Once assessed against the above criteria – scores are produced depending on what judgment has been given. Progress over time can be seen as the score increases.

7.8 All teaching assistants are fully engaged in embracing the Evidence for Learning app.

7.9 The EfL app is used across the year to share progress with parents, to update EHCPs and to produce learning journeys.

- Classes are encouraged to devise their own award systems to help pupils understand how well they have done.
- Good Work Assemblies can be considered as part of adult assessment.
- Pupils are given certificates, Head Teachers Awards or stickers to celebrate their work on a regular basis.
- Positive comments in home school diaries or on the app help parents understand how well pupils have done in school.

8. In-school summative assessment

8.1 Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period and at annual review.

8.2 At Green Park School, each term, data collected from Evidence for Learning is analysed to provide useful information for improving future learning outcomes.

8.3 Each pupil has 4 outcomes, broken down into a number of steps. Each step is given a score each term during assessment week (emerging 1, developing 2 or secure 3)

8.4 Predictions are set considering where pupils started the year, at least 80% target for the end of key stage and most importantly, how many terms pupils have remaining until their end of key stage. Formula for spreadsheet = $((80\% - \text{current \%}) / \text{number of terms remaining}) + \text{current \%}$

8.5 Their progress is then tracked against their prediction – working towards, met the expectation or exceeded the expectation.

8.6 Students who have 3 terms remaining will be considered target students if they are working towards their targets in any area. When analysing, it is vital we consider how many terms pupils have until the end of key stage. Pupils may be working towards their prediction but with up to 12 terms remaining – teachers are aware of these pupils and they may be offered an intervention.

8.7 During pupil progress meetings, pupils with 3 terms remaining are identified and an action plan is created in order to achieve their expected progress with identified targeted interventions put in place. Highlighting pupils who are working towards their expectation, heightens teachers' awareness and is indicative of Green Park being proactive.

8.8 The data is then shared with leaders, teachers and governors. Further curriculum developments, learning walks, interventions and CPD are highlighted if needed to create an action plan for the following term.

8.9 Semi- Formal and Formal learners will be assessed half termly in Science and all foundation subjects after a unit of work has been completed. Assessment items will be clearly identified on MTP's by School Leaders. Teachers will use these assessments to review learning from previous years and topics and use this as a starting point to build new knowledge.

9.0 Formal learners progress steps will be assessed and tracked in Maths and English.

9. Pupil and Peer Assessment

A range of praise stickers / self-assessment / peer assessment stamps are available for appropriate use.

9.1 We would always encourage pupils to assess their work but understand that for some pupils, this may be more challenging.

9.2 One good way to work out how sensory learners feel about their work is through observation.

9.3 Adults can observe pupils responses and communicate this with pupils, parents, peers and other adults – stickers can be used so that parents, peers and other adults know how well pupils have done.

9.4 As previously stated, sensory learners need to sense that others around them are happy with their work. This can be picked up through adult and peer interaction which could be instigated through good work stickers.

9.5 A big mac with a 'big celebration sound / e.g. football theme or child's preference.' could be available for the pupil to press when others notice their good work stickers.

9.6 More able learners may be able to comment on how well they have done and choose a sticker for their work.

9.7 Again, stickers could instigate a conversation with peers and other adults about their own work.

9.8 Some students will give themselves a clap to celebrate their work.

10. Roles and Responsibilities

10.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

10.2 Senior Leaders (including Area of Need team and School Improvement Team)

The headteacher is responsible for:

- Ensuring the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups

- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

10.3 Teachers and Teaching assistants

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

11. Sharing information

11.1 Relevant information is gathered by staff each day relating to individual pupils development or needs. This involves the class team in recording pupil's progress against EHCP's and learning objectives.

11.2 Teacher's records are available to all staff working with pupils. The following documents are kept in classrooms:

- Termly Plans
- Termly records
- Daily and Weekly records of progress and expectations.
- Annual progress reports
- IBP'S including reviews.
- EHCP Outcomes
- Learning passports
- M&H Plans
- Behaviour Plans

11.3 We involve parents and carers in the EHCP process by seeking their views on their children 's progress and priorities for the following year. Draft copies of Annual reviews targets are sent to parents to confirm these targets are agreeable. Currently, teachers write a full report of the learning in which each pupil has taken part and the progress they have made each year this document is stored in pupil profiles on the cloud.

11.4 Parents receive termly updates on how their child is progressing in all 4 areas of need. The up to date assessment judgements (emerging, developing or secure) will inform them of their child's progress. Smaller steps towards the outcome may be included as Learning Passports.

11.5 Teachers work through assessments until the pupil has reached the criteria for passing a given level. If the teacher is not sure whether a pupil has the relevant skills or knowledge s/he will assess them using an appropriate classroom task. Teachers complete the assessment in a robust manner and do not credit a pupil with a particular skill or piece of knowledge unless there is evidence to demonstrate that s/he is confident that this is established.

11.6 Teachers are asked to support their judgements by submitting strong evidence. This can take the form of video and photographic evidence on the EFL app or in folders.

12. Moderation

Work is moderated on a termly basis in school by leaders, teachers, teaching assistants and other support staff.

Staff will view 3 pieces of work that demonstrate 'progress over time'. Staff will comment on whether there is sufficient evidence to EHCP's and curriculum pathways. This feedback then is shared with class staff to inform their next steps within class.

Leaders also attend external local and regional moderation meetings.

13. Monitoring

13.1 This policy will be reviewed every 3 years by Assistant Headteacher. At every review, the policy will be shared with the governing board.

13.2 All teaching staff are expected to read and follow this policy. Katie Morley, Pupil Progress Leader is responsible for ensuring that the policy is followed.

14.3 Senior Leaders, Area of Need team and School Improvement team will monitor the effectiveness of assessment practices across the school. The Monitoring of Teaching and Learning policy describes the different approaches used across school.