



Assessment and marking Policy

Approved on behalf of Governing Body:.....

(Chair of Governors)

Approved on behalf of School:.....

(Head teacher)

May 2024

Review date: May 2026

Our Vision

**Nether Stowey School inspires a love of learning in all of us with Christian values at our heart. Our school community is a safe, caring friendly place where everyone is welcome. We give all children and staff the opportunity and encouragement to aim high and develop their strengths and interests. We strive to understand, respect and value each other, our school, our community and the world we live in.
We are caring We are active We are our best.**

Assessment is a continuous process which is integral to teaching and learning allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts. At Nether Stowey C.E.V.C. Primary School, we endeavour to support children to achieve to the best of their abilities and reach their full potential. We believe that assessment is fundamental to being able to extend and challenge children in their learning, in order to achieve this.

Our approach to assessment is to ensure that:

- Assessment is integral to high quality teaching and learning.
- It helps us to ensure that our teaching is appropriate and that learners are making progress.
- All staff are regularly trained in our approach to assessment.
- High quality, in depth teaching, is supported and informed by high quality formative assessment (ongoing assessment)
- There is always a clear purpose for assessing and assessment is fit for its intended purpose.
- Assessment is used to focus on monitoring and supporting children's progress, attainment and their wider outcomes

Our method of assessment

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning
- We also use the outcomes of assessment to check and support our teaching standards and help us improve
- Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum 2014
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year. These are referred to as our 'Key Objectives
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year
- Each pupil will be assessed as either 'Working towards, 'Achieved ' or 'Exceeding'

- Where a pupil is assessed as Secure and where pupils are meeting and exceeding the expected standards, we provide more challenging work that address both breadth and depth of learning
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing
- Assessment judgements are moderated by colleagues in school and by colleagues in other schools (The QG CLP and external LA Moderation) to make sure our assessments are fair, reliable and valid

Our use of assessment












- Teachers use the outcomes of our assessments to summarise and analyses attainment and progress for their pupils and classes
- Teachers use this data to plan the learning for every pupil to ensure they achieve well and make expected progress or better. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched
- Pupils of Low Ability or High Ability will receive intervention, where appropriate, as part of a small group for three 20-minute sessions per week, planned by the class teacher and delivered by the teacher or TA. The learning in these groups will be reviewed by the teacher, TA and SLT during intervention review and Pupil Progress Meetings.
- Other gaps in attainment and differentiation made as a result of teacher assessments will be addressed during daily lesson time
- The information from assessment is communicated to parents and pupils on a termly basis through a structured conversation and written reports in the spring term (Years 1-6).
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development

Marking

It is an expectation that all pupils' work will be marked by their teacher or support staff within the class. This marking will adhere to the agreed symbols (see Appendix 1 for KS1 and Appendix 2 for KS2). Comments will only be made if they move learning forward, for example via a correction, question or comment. The aim of the marking symbols is to:

- Provide consistency and clarity
- Impact pupils' learning and understanding
- Reduce teacher workload

EYFS Coding & Marking Policy

<p>On adult led work you will always see some green markings on your work.</p>				<p>You will always see a teacher traffic light on your work.</p>	
 <p>Well Done! You tried your best today.</p>	 <p>Oh Dear! I know you can do better than this.</p>	 <p>You Superstar! You tried even harder than usual.</p>	 <p>You spoke to an adult about your work today.</p>	 <p>You achieved the "I can" today.</p>	
 <p>You worked independently today.</p>	 <p>You had some help today.</p>	 <p>Child initiated</p>	 <p>Adult Led</p>	 <p>You nearly achieved the "I can" today. Keep going!</p>	
				 <p>You didn't achieve the "I can" today.</p>	

You will see some **gold** and **pink** marking on your work.


Gold for Great!
 WOW! This part of your writing is wonderful!




 <p>This means that you forgot to use capital letters correctly today. Remember for next time!</p>	 <p>This means that you forgot to use full stops correctly today. Remember for next time!</p>	 <p>This means that you forgot to use finger spaces correctly today. Remember for next time!</p>
 Think Pink! Look a little bit closer here. You have made a spelling mistake. Can you practise this word?		

KS1 Marking Policy

You will always see some **green** markings on your work.




 Well Done! You tried your best today.	 Oh Dear! I know you can do better than this.	 You Superstar! You tried even harder than usual.
 I You worked independently today.	 H You had some help today.	 Verbal feedback given. You spoke to an adult about your work today.

You will always see a teacher traffic **light** on your work.

 You achieved the "I can" today.
 You nearly achieved the "I can" today. Keep going!
 You didn't achieve the "I can" today. We will work more on this.

You will see some **gold** and **pink** marking on your work.


Gold for Great!
 WOW! This part of your writing is wonderful!

 This means that you forgot to use capital letters correctly today. Remember for next time!	 This means that you forgot to use full stops correctly today. Remember for next time!	 This means that you forgot to use finger spaces correctly today. Remember for next time!
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Think Pink!
 Look a little bit closer here. You have made a spelling mistake. Can you practise this word?

KS2 Marking Policy





You will always see some **green** markings on your work.

 Well Done! You tried your best today.	 Oh Dear! I know you can do better than this.	 You Superstar! You tried even harder than usual
 I You worked independently today.	 H You had some help today.	 Verbal feedback given. You spoke to an adult about your work today.

You will always see a teacher traffic **light** on your work.

 You achieved the "I can" today
 You nearly achieved the "I can" today. Keep going!
 You didn't achieve the "I can" today. We will work more on this.

You will see some **gold** and **pink** marking on your work.

 Gold for Great! WOW! This part of your writing is wonderful!		
 Does this sentence make sense?	 P You have made a punctuation error. Please look closely at this sentence.	 SP You have made a spelling mistake. Please practise writing this word.