



Assessment Policy and Marking Procedures

NB. Previous system of levels is no longer be used.

It is acknowledged that as most cohorts in the school are smaller than average and therefore each child carries a higher percentage weighting this can affect year on year school data and its comparison against local and national attainment data.

The school uses a system comprising of 3 bands: **Emerging/Expected/Exceeded**. These are split further into Low/Middle/high for each band respectively; this is particularly useful for measuring progress for pupils whose rates are slower.

Each year the children will be judged on their attainment, regarding the curriculum, for that particular year group (and not given year on year incremental levels).

The norm will be that the vast majority of pupils will be within the **'expected' band** by the end of the year. This means that they have a secure understanding of that year group's curriculum. A few pupils will be in the, so called, **'emerging band'** – which means they will be receiving support, they may typically be on the SEN Register however, there may be other circumstances known to the school that is holding up their progress. Also as the curriculum is a 'mastery' curriculum, the aim being that children's knowledge is deepened and applied, therefore they will possibly be only a few pupils in the **'exceeding' band**. (this could differ between cohorts)

As the child moves onto their next year group all children will start as 'emerging' as they will not have covered the curriculum for that year group and therefore, cannot be considered to be at the 'expected' band. The children will be challenged and this will be evident on a daily basis through planning and as indicated in books (in particular Maths books).

The school uses assessment for learning by highlighting the lesson objective/success criteria in green, for achieved and pink for needing more input. All lesson plans are evaluated and future plans adjusted as appropriate. Marking also helps with formative assessment and pupils are given time to respond. Guided sessions and pupil conferencing in maths and English are valuable in this process as well.

The school is using the Kent grids for reading, writing and maths and in order to show progression across the year will highlight as follows:

Autumn 1: Orange

Autumn 2: Blue
Spring 1: Green
Spring 2: Yellow
Summer 1: Pink
Summer 2: Red

Data is formally collected in Autumn 2, Spring 2 and Summer 2. However updates will be requested in the intervening terms.

Year 2 and 6 will use the 'Interim Statements' produced by the DFE from Spring 1 onwards to gauge the percentage of children who will be at the 'expected' level for end of the Key Stage.

July 2015

Reviewed February 2016

Reviewed January 2017

Appendix 1

From January 2017 a new approach to marking will be developed as follows:

Year 1, 2 and 3 continue to mark to the high standard as set out in 'Key Expectations' document

Year 4 – T6 – introduce increased pupil accountability for editing work with reduced/specific marking guidance eg. Make reference to punctuation being checked, but do not indicate where; use of more interesting adjectives, but again not indicate exactly eg. How could you make it scarier?

Year 5 – T5 & 6 – as above + question marks to indicate an error on a given line without suggesting what that error might be so that pupil can self-correct – spelling/punctuation/grammar; stylistic elements/language still to be commented upon generically

Year 6 – from T3 onwards

(Pupils to continue to be encouraged to use dictionaries, thesauruses, word banks, working walls and spelling journals)