



Forest Hall Primary School

Assessing Pupils' Work Guidance

Purpose

This guidance sets out expected practice at Forest Hall Primary School in assessing pupils' responses to set tasks / activities to inform next steps in teaching and learning alongside valuing effort and achievement. Teachers will no longer engage in deep marking of written work.

This approach is being piloted for the Spring term 2020 and will be evaluated Easter 2020.

During the pilot, teachers and teaching assistants are expected to be familiar with the guidance and apply it consistently. It will be monitored by the headteacher and Leadership Team undertaking work scrutinies.

Forest Hall Primary School is committed to inclusion and the provision of the National Curriculum for all pupils including those with Special Educational Needs (SEN).

Constructive feedback, whether spoken or written, is fundamental in developing pupils' knowledge, skills and understanding. Teacher assessment of pupils' work at Forest Hall Primary School is a process through which constructive feedback is exchanged and pupils are actively involved in moving their learning on. Progress and effort are measured and recognised against success criteria and the teacher identifies next steps for development in future lessons if needed.

Research has found that immediate spoken feedback is the most memorable and effective means of assessment in moving learning on. This is best given when working directly with pupils, directly discussing how success criteria have been met and the next steps to be made in learning. It is recognised that whilst spoken feedback is best practice it is not always practical to do this.

Aims

This guidance aims to set out the approach at FHPS in responding to pupils' independent work both during the lesson and outside of the lesson.

This approach aims to use both teacher and pupil time effectively to maximise quality teaching and learning.

1. To gauge / check which aspects of learning the pupil has understood and is able to apply independently.
2. To identify whether individual needs are being met and that the degree of challenge is appropriate.
3. To decide what the pupil (or a group of pupils) needs to do next.
4. To recognise, encourage and reward pupil effort and achievement.
5. To involve pupils directly in understanding how they are making progress.
6. To introduce 'checking time' as a key component of lessons prior to completing work.
7. To allow pupils to become responsible for and proud of their work.
8. To correct careless grammar, punctuation and spelling mistakes.

Marking Principles at Forest Hall (after Dawn Copping)

- Pupils understand the learning intention, the context for learning and the success criteria, all written in child friendly language, against which their efforts will be assessed.
- Only the books of pupils working independently of adult support or guidance are to be teacher assessed after the session.
- Adults working with groups mark this by drawing a tree, above / near to the learning intention.
Teachers use black pen – black tree
Teaching assistants use blue pen – blue tree
Work is NEATLY initialled by the adult at the end of the finished piece.
Supply teachers use cover workbooks and initial ST.
- Pupils working independently of adult support mark their work with a green tree. This work will be 'marked' by the teacher.



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Annotations

During the supported/guided session adults may annotate work books to correct, prompt, reflect their intervention where useful and/or relevant.

Assessing pupils' work

Checking the work of pupils who have worked independently of an adult:

1. The pupil has understood the learning intention, covered the success criteria, met your expectations and tried hard.

Acknowledge and stamp: green 'Got it! Well done' thumbs up



stamp

2. Pupil has met most of the learning intention and success criteria but made minor mistakes which need to be corrected. *Teacher makes the corrections and stamp.*

Minor corrections and stamp: purple 'Keep trying' stamp



Minor Corrections

A 'mistake' used correctly in previous work or in the piece to be marked eg:

- Largely correct use of punctuation eg: full stops, speech marks, possessive apostrophes with a couple omitted
- Transcription error eg: capital letter in wrong place, reversed number, 'i' or 't' not dotted/crossed
- Incorrect answer amongst range of correct work showing pupil has understood concept eg calculation error, missing unit of measure from an answer etc
- Spelling error within range of pupil's spelling capability, copying from the board / vocab list

A child should see a minor correction and think, "oh yes, I missed that" rather than, "oh, I didn't know that"

3. In checking a pupil's work the teacher sees something they did not expect and the pupil will need feedback.

Stamp the book with a black exclamation triangle and make a note of the feedback needed on the Distance Marking sheet.



Feedback will generally involve further teaching, guidance or support as a concept is not secure but may also be celebrating achievement and setting more rigorous challenges.

Praising pupil effort

Use yellow highlighter pen to highlight aspects of work which are worthy of note eg language use, phrasing, vocab, succinct explanation etc, considering pupil's ability.

Writing Assessment in Years 2 and 6

Teachers in Y2 and Y6 need to evidence pupil achievement across the writing assessment focuses. They keep a spreadsheet on which they log AFs evidenced in writing across the curriculum.

Marking in mathematics

Teachers follow the general guidance. When working with a group correct work is marked with a tick and incorrect answers are marked with X.

Spelling corrections – minor corrections: purple stamp

The teacher should select 3-5 incorrect spellings within the pupil's spelling capability range and correct them.

If the work contains many more spelling errors which the teacher would **expect** the child to know or are given on a topic / word list consider whether this requires direct feedback – black stamp. Adventurous vocabulary choices are not to be corrected.

Minor spelling errors may be marked with a wiggly line underneath in the margin. The teacher should correct the error if it is within the pupil's expected spelling range by writing it neatly above or in the margin.

Handwriting – minor corrections

Incorrect sizes / routes should be corrected by the teacher if the pupil would be expected to know them. (See *Handwriting Policy*.) If there is a high proportion of handwriting errors to be corrected, consider a black stamp.

Cold and Hot Writing

The term, 'Cold Write' can be used in either the title of a piece of writing or added by a teacher. This term is understood by pupils to mean their first attempt at writing in a genre without benefit of teacher input at the start of a unit of work in literacy. This writing is used for teacher assessment to inform what needs to be taught to whom during the unit.

As this is independent writing, it is marked following the pilot system. The pupils work without success criteria and will be new to the genre so a green 'Got it!' stamper cannot be used. The work can be assessed with a purple or black stamp with coherence, grammar, punctuation and spelling assessed in relation to teacher expectation.

'Hot Write' is the name given to a piece of independent writing concluding a unit of literacy work. It should incorporate language features taught during the unit and should be marked following the pilot system. Success criteria will include language features and structure.

Homework

This is independent work and the pilot assessment system will be applied. Maths work to be marked as described earlier. Literacy based tasks following the pilot system.

Early Years Foundation Stage

In EY children are not expected to draw a green tree to denote independent work.

Practitioners note the developmental band evidenced by the work.

Teacher to assess in black pen and HLTA / TAs in blue pen.

Distance marking sheet used to inform planning or future learning goals for specific children.

Stamps to be used as in Y1-6.

Good Practice

Marking Ladders and Recipes for Success can be used so that pupils and teachers can evaluate a piece of work against success criteria.

Always Criteria

As children move through the school they have 'Always Criteria' which are displayed in class and refer to expected standards of punctuation and presentation.

Pupils are to be reminded of '**Always Criteria**' displayed in classes from Y2 onwards, prior to starting a task.

Role of Governors

Governors agree with, support, and will review this pilot guidance. They expect that appropriate teaching strategies and resources will be employed effectively to enable this guidance to become embedded practice across school.

They monitor pupil attainment across the school and ensure that staff development and performance management promote high quality teaching.

Role of the Headteacher

The Headteacher will oversee the pilot, monitoring application and consistency through work scrutinies. The parents will be informed about the change in the approach to daily assessment. At the end of the pilot she will organise the review with the staff prior to the Easter break.

Role of Teachers

Teachers will follow the guidance and contribute to the review at the end of the pilot.

Role of HLTA and Teaching Assistants

HLTA and TAs will follow the guidance and contribute to the review at the end of the pilot.

Role of Pupils

Pupils will be introduced to the new daily assessment system in assembly. They will use 'Checking Time' at the end of each session to check over their work to correct careless mistakes, aiming to have a green stamp on their work.

Role of Parents/Carers

Parents/carers will be informed about the new pilot so they understand the system in their child's book during open mornings and progress evenings.



Forest Hall Primary School Daily Assessment Code

Assessment Symbol	Explanation
	Working with teacher (black tree)
	Working with teaching assistant (blue tree)
	Independent work (green tree)
	Got it! Well done Pupil has understood the learning intention, covered the success criteria, met teacher's expectations and tried hard.
	Keep trying Pupil has met most of the learning intention and success criteria but made minor mistakes which need to be corrected. Teacher makes the corrections and stamp.
	Teacher feedback needed In checking a pupil's work the teacher sees something they did not expect and the pupil will need some form of feedback.
	Group feedback When working with a group either at end or during session
	Whole class feedback At the end of a lesson, going through work set, discussing & reviewing learning & correcting misconceptions
	Close exercises (requiring tick or cross) Marked as correct by pupil or adult
	Incorrect answer in maths
	Joint effort- modelled in group or class
	Supply Teacher
	Peer marked plus initials
GSF	Good So Far: work in progress or unfinished



Distance Marking Sheet

	English	Maths	Other
Mon			
Tues			
Wed			
Thurs			
Fri			