



Marking, Assessment and Reporting Policy - Prep School

1.0 Marking

1.1 Marking is intended to perform a number of important functions:

- verification of acquisition of knowledge and skills by pupils
- motivation of pupils
- the correction of errors and misconceptions on the part of pupils
- good advice from the teacher for further improvement of the pupil's work
- a basis for target setting
- to inform the teachers of the efficacy of their teaching

1.2 The awarding of grades and marks for the pupils to read is not always helpful in achieving the aims of marking. The teacher should use his/her professional judgement about how often marks or grades should be revealed to an individual pupil and how often they should be written solely in the teacher's mark book and not on the pupils' work.

1.3 Work will be set and marked regularly. It must be a teacher's aim to mark and return a piece of work to a pupil as soon as possible.

1.4 Pupils in Key Stage One need to have individual feedback during each lesson where possible. A simple target should be set for each pupil and some written comments made. Marks should not be given to pupils.

1.5 Pupils in Key Stage Two should have some individual feedback in lessons where possible. Homework should be marked and returned the next day as often as possible. It must be marked for the next lesson in that particular subject. Marking will involve making some corrections, but a teacher is not expected to correct every mistake. Particular areas for improvement should be considered and some written comments made. Individual targets can be recorded at the end of a piece of work, in a separate target book or at the back of a pupil's book. Every teacher must set targets for their pupils. They should obviously be differentiated and take into consideration each pupil's abilities and learning difficulties.

1.6 Marking must be constructive and wherever possible should be positive and encouraging. The comments that are made should help the pupils to appreciate the strengths and weaknesses of their work, and therefore help them to improve in future.

1.7 Marks or grades written in the teacher's markbook and on reports must be accurate and fulfil the criteria in this document. As far as possible, consistency must be maintained within a subject area and across subjects as far as possible. Parents need to be able to understand the grades written on reports which must be verifiable.



1.8 Teachers can mark in any colour pen or pencil. The marking should be clear and easy for the pupil to read. The teacher will use his/her professional judgement to decide whether the main aim of the marking on a particular occasion is correction or encouragement or a blend of the two. (Red pen may be appropriate for some corrections, a few comments in pencil may be appropriate at other times.)

1.9 Key Stage One have a standardised selection of 11 marking symbols, some for the children, some for the teacher and some for the parents. This sheet can be found in the front of children's books. It involves the use of circles, triangles and stars. This is carefully explained to the pupils so that they can understand.

1.10 Key Stage Two teachers use a few standardised symbols: sp. for a spelling mistake, word x 3, x5 etc for a spelling correction, // paragraph needed, and sometimes T for target. Individual teachers can certainly choose to use a variety of other symbols if they believe it helps children to see and understand mistakes that have been made.

2.0 Target Setting

2.1 In Key Stage One every child has a target sheet. The teacher will normally set the targets, but will involve the pupil so that the targets will be mutually agreed. On some occasions the pupil may show initiative in setting themselves a target. This should be encouraged.

2.2 The targets must be realistic and attainable and checked regularly by the teachers and pupils.

2.3 In Key Stage Two teachers have a variety of different ways in which they can set targets for pupils. The majority of teachers choose to set a target as part of their normal marking. They will write the target in a pupil's book as part of a marking comment. Other teachers choose to use a particular format for targets, possibly involving stickers in the pupils' books.

3.0 Spelling, Punctuation and Grammar

3.1 It is important that good habits in spelling, punctuation and grammar are developed and encouraged throughout a pupil's career at West Buckland.

3.2 It is not particularly helpful to correct every mistake a child makes in a piece of work. It is good practice to target one or two specific areas and encourage a pupil to learn from his or her mistakes. In some specific pieces of work the creative content may take priority over the accuracy of spelling, punctuation and grammar. The subject teacher has a decision to make about each pupil and piece of work using his or her professional judgement.

3.3 It is the role of all staff to teach pupils to look for errors, to proof-read, to self-correct, and to encourage accuracy in spelling, punctuation and grammar. The use of a dictionary and spell-checker for IT is taught and encouraged by the Prep School staff.



4.0 Grades & Reports

4.1 Reports and Grades – Pre-Prep

In the Pre-Prep the focus of reporting is celebrating the children's achievements. In the Autumn and Spring Terms the focus is achievements and specific targets for English and Maths. In addition, the class teacher comment provides an overview of other areas of the curriculum and class activities.

End of year reports provide a full written summary of the pupil's progress in each subject. We also recognise that informal and frequent contact between school and home are an important method of feedback to parents.

	Autumn Term	Spring Term	Summer Term
1 st Half	Parents Meeting	Parents Meeting	Parents Meeting
2 nd Half	Yr 1 & 2 English & Maths Achievement & Target Class Teacher Report Nursery & Reception Class Teacher Report	Yr 1 & 2 English & Maths Achievement & Target Class Teacher Report Nursery & Reception Class Teacher Report	Nursery to Yr 2 Full written report in each subject and a Tutor report (No Grades)

4.2 Reports and Grades – Year 3 to 6

	Autumn Term	Spring Term	Summer Term
1 st Half	Yr 3-6 Effort & Achievement Grade in each subject and a Tutor report Parents Meeting	Yr 3-6 Effort & Achievement Grade in each subject and a Tutor report Parents Meeting	Yr 3-6 Effort & Achievement Grade in each subject and a Tutor report Parents Meeting
2 nd Half	Yr 3-6 Effort & Achievement Grade in each subject and a Tutor report	Yr 3-6 Effort & Achievement Grade in each subject and a Tutor report	Yr 3-6 Full written report in each subject and a Tutor report (No Grades)

- Parent meetings are held each term as an important way of communicating individual progress and achievement and indicating any areas for improvement. Parents are also welcome to contact Tutors at any time through the term.
- End of year reports provide a full written summary and review of the pupil's progress in each subject
- Parents should not be surprised by U or 1 grades and therefore staff should ensure that communication happens prior to publishing of reports.



Effort / Attitude to Learning Grades

As a school we value effort and positive attitudes to learning as a key driver of pupil achievements. The effort grade considers all aspects of the pupil's attitudes to learning relative to their age.

Grade	Descriptor
G	Good - The pupil takes the vast majority of opportunities to enhance their learning
S	Satisfactory - The pupil usually takes advantage of the opportunity to enhance their learning, however they could improve in areas
U	Unsatisfactory - The pupil often fails to take advantage of the opportunity to learn

Achievement Grades

Achievement grades are based on performance in the units of work and topics covered during the half term rather than individual cognitive levels and therefore may vary throughout the year, and from subject to subject. In conjunction with the school's Teaching and Learning Policy, we recognise the importance of developing 'higher order' thinking skills along with the skills and knowledge taught.

Grades are awarded following a moderation meeting between staff to ensure that grading is age appropriate, consistent across year groups and in line with the objectives for each unit of work. These grades are also used for individual and group tracking of pupils.

Grade	Descriptor
4	Work that demonstrates excellent skills and understanding, with evidence of evaluating and thinking critically and creatively.
3	Work that demonstrates a good understanding of the skills and knowledge taught with evidence of application and analysis.
2	Work that demonstrates a basic understanding of the skills and knowledge taught.
1	Work that shows a limited understanding of the skills and knowledge taught, with areas that require development.

5.0 Assessment

5.1 All pupils are assessed academically by their new tutors at the start of each year. Pupils in Years 2 through to 6 are assessed using standardised tests. Pupils in the Foundation Stage are assessed by their tutors using the Foundation Stage Profiles over the course of the year. Pupils in Year 1 are assessed in a variety of relevant ways by the class tutor and the results are recorded. All these assessments will be recorded by the tutor in the isams school database under the pupil profiles/ notes section.



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7.4 All pupils are assessed informally during the year with a variety of tests. The results of these test are recorded by the teachers in their markbooks and then used for target setting, grades, reporting and assessment for learning.

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