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# **Hughenden Primary School**

## **Assessment and Marking**

<b>Approved by:</b>	<b>Curriculum Committee</b>
<b>Date Policy approved:</b>	<b>13<sup>th</sup> June 2016</b>
<b>Date of next review:</b>	<b>Autumn 2019</b>

## **Philosophy**

At Hughenden Primary School assessment is at the heart of effective teaching and learning. We believe that when assessment has an effect on planning and informs teaching it will raise standards. In our assessment procedures we recognise the individuality of all children, taking a positive view and recognising that praise and success are great motivators in the learning process.

### **1. Aim**

Within our school, we believe that our feedback and marking policy should be shared with both adults and learners

and that it will:

- Create a dialogue between learner and teacher/support staff and parents/guardians;
- Ensure continuity and uniformity for the learner as s/he moves through the school;
- Aim to raise the achievement and self-esteem of learners by providing them with regular and diagnostic feedback about their work;
- Our focus with feedback will be contained to only the learning objective and success of the work that has been set.
- Provide meaningful and understandable information for:
  - Children to develop in their learning
  - Parents in supporting their children with their learning
  - Staff in planning teaching and learning
  - School leaders and governors in planning and allocating resources e.g: local library and government authority e.g. Ofsted.
- It will demand no more procedures or records than are practically required to allow chn and teachers to plan

### **2. Marking for core Subjects: KS1 and KS2**

- Learning objectives will all be taken, from the national curriculum and where appropriate, the learning ladders programme to ensure full coverage.
- Pupils should take an active part in creating the learning objective and should be verbally and kinaesthetically shared in the classroom.
- Success Criteria should be shared and generated with the class in an age appropriate manner, so that children can take an active and responsible role in their learning.
- Success criteria are defined as the steps that children need to make in order to achieve the learning objective.
- Learner are given time to act upon the feedback given.

### **Numeracy:**

- Feedback will only be given against the learning objective and the success criteria.
- Pupils will be encouraged to use peer to peer marking to improve their understanding in a timely manner.
- The pupil's next steps will be the next lesson that the practitioner delivers to the children.
- Children work will be ticked against the success criteria/outcomes sheet based upon the agreed objectives.

### **Literacy:**

- Feedback will only be given against the learning objective and the success criteria.
- Pupils will be encouraged to use peer to peer marking to improve their understanding in a timely manner.
- Children work will be ticked against the success criteria/outcomes sheet based upon the agreed objectives. Comments on effort will also be made where effort has either exceeded or been below the expected.
- In independent writing, comments will be feedback through the 2 stars and a wish, responding to the content as well as the transcription, composition and SPAG (Spelling, Punctuation and Grammar).
- Teachers will look for no more than three age appropriate spellings (including common exception words) that they will underline, rewrite and ask the child to rewrite them three times.
- Markers will also write comments upon whether feedback has been given verbally or if the work has been supported or completed independently.

### **Early years marking:**

In early years, the majority of the feedback given will be verbal and teachers will make decisions as to when to start marking.

## **3. Practices of Feedback and Marking**

- Children will know the stage of the learning in reading, writing and numeracy through the dating of their individual learning ladders booklets. Staff will input these assessments online to form part of their formative assessment.
- The principles of feedback and marking are shared with parents and guardians and the areas for the child development will be made clear through the online parent learning ladders portal.
- School practice is consistent and in line with the overall policy on Assessment, Recording and Reporting throughout the whole school, which includes age appropriate practice for children working with EYFS. This will be maintained through the Learning tracks used in the learning ladders assessment package.
- Feedback and marking must be manageable

- Provide a focus on learning objectives/success criteria
- Provide both oral and written feedback where appropriate
- Planned opportunities for discussion either as a whole or in groups.

#### **4. Learning ladders:**

- Core learning objectives will be taken and adapted from the learning ladders objectives to allow teacher and pupil to track their progress.
- At the beginning of lessons, pupils will have access to their learning ladders booklets to see the rung that they are working on.
- Teacher/support staff will be able to date the booklet as to whether a child has met the expected level for the learning objective independently
- Data will be tracked on learning ladders website using the tablets and evidence gathered and electronically attached to the pupils assessment file.

#### **5. Monitoring and Evaluation**

**The Assessment Co-ordinator and Subject Co-ordinators are responsible for the monitoring of the policy:**

- Subject Co-ordinators undertake the work sampling in their subject;
- The Assessment Co-ordinator oversees the above process and produces an action plan prioritising any changes.

#### **6. Policy Review**

- This policy will reviewed in the Autumn Term 2019.

All new members of staff must understand and implement the agreed policy.