



A School Partnership In Rural England

Motto : ‘ **We Aspire to Inspire**’

Our Values – using the initials of the names of the schools.

K – Kindness

U – Understanding

P – Patience

H – Honesty

L – Love

B – Boldness

Assessment for Learning and Marking Procedure

Document History

Assessment for Learning – Revised Guidelines September 2017

Agreed by EH, JW and DW on 14/9/17

Discussed with staff – Staff meeting – 18/9/17

Reviewed by EHT November 2018, noted at Federation GB 20 November 2018

Reviewed and approved for ASPIRE-wide use by EHT Nov 2019, noted at Fed GB 19 Nov 2019

Reviewed and approved by EHT Nov 2020, noted at Fed GB 26 Nov 2020

Reviewed and approved by EHT Nov 2021, noted at Fed GB 30 Nov 2021

Annual Review

The term ‘school’ refers to the schools in the ASPIRE Federation: Kingswood Primary, Ulcombe CE Primary, Platts Heath Primary and Leeds and Broomfield CE Primary. The term may refer to them jointly or individually.

At our two Church of England schools this policy will be delivered through strong links made to our Christian values:

Leeds and Broomfield Church of England Primary School

“As many hands build a house, so many hearts make a school.”

(Matthew Ch 7 24-27)

RESPECT RESILIENCE EMPATHY CURIOSITY HONESTY

At Leeds and Broomfield we build strong foundations for the children, staff and all stakeholders to learn, flourish and fill their hearts with God’s love. Everyone is important valued and needed to make Leeds and Broomfield grow. We give a quality all round education which develops the whole child; If the rain came, we would not fall down. Our school Christian Values support the development of the children and all within the school and local community. In the spirit of our vision and values all pupils are included, valued and respected. We support the pupils in talking about their feelings and giving them strategies in order to cope and survive in life today.

Ulcombe Church of England Primary School

“Unity and diversity in the body – one body, many members.”

(Corinthians Ch 12 12-27)

HOPE RESPECT ENDURANCE TRUST

At Ulcombe Church of England Primary School endurance plays an important role in both our social learning and cultural ethos, where children aspire to be the best they can be. Diversity is the key to our curriculum and opportunities to progress and succeed both academically and as individuals are provided – many members working in unity with respect for each other. Hope is at the heart of our school community and is explicitly shown by both children and adults in our school, regardless of where the path of life leads them. Through God’s love and trust each individual learns the skills important for them but also adds value to the community as a whole.

We are Ulcombe Church of England Primary School and each one of us is a part of it!

Learning intentions

- Have to be differentiated and taken from the Kent target sheets at the back of pupils' books
- Have to be rewritten in a way that is accessible for the children
- Need to be labelled with Year group and then em, exp or exc
- Do not need to be coloured or in coloured boxes
- Will not be written in by the children, must be typed by the teacher

An example

Year 3 expected writing

- ❑ Target from Kent sheet - Create chronological narratives; write in sequence. Write simple beginning, middle, ending.

Target for pupils books

Year 3 Exp To write an account in chronological (time order) with a beginning, middle and end.

Flexible approach – One learning intention can be used for more than one day – eg the example given maybe the same for 2/3 days while the children plan, write and edit their piece of writing.

Success Criteria

- There is now some flexibility around success criteria
- They have to be evident in lessons
- They DON'T have to be in books but must be displayed in some way

OPTIONS

- Success criteria can be in books with the LI as previous practice
- Displayed on the board/ working wall and shared with the pupils' at the start of the lesson
- Generated by the children and written up on the board / working wall

Marking

The marking policy stays as current practice with ONE change

- ✓ Green and Pink highlighting can be used in Key stage 2
- ✓ Pink for think and Go green
- ✓ Green should be used sparingly to highlight specific word choices/ phrases or working in maths that's shows that the pupil has met the LI
- ✓ Pink should be used to highlight one thing which will then be referred to in the question you are asking for improvement

- ✓ If not using highlighting to deep mark a pupils' book then you must use the 2 stars and a wish method
- ✓ If in year 2 and 6 – avoid use of sp in the margin as not accepted at moderation

Deep Marking

- Each teacher should deep mark (highlighting or two stars and a wish) one group of 6-8 pupils a day for Reading, Writing and Maths
- In a class of less than 20, this will mean that each child will have their book deep marked 2 x a week
- In a class of 20-30 they will have their book marked 1-2 times a week
- Each teacher must have a rota of which books are deep marked on each day to ensure uniformity
- RE must be deep marked in Ulcombe and Leeds. Half a class should be done each week.

Other marking

- ❖ When not deep marking a book, the book must still be marked
- ❖ The teacher must acknowledge whether the pupil has met the learning intention or not
- ❖ The teacher must date the target sheet if the LI has been met
- ❖ The teacher must follow up any misconception
- ❖ This marking can happen in or after the lesson
- ❖ Evidence of scaffolding or feedback within the lesson is also encouraged.

TA marking

- TAs are no longer paid to mark so should not be responsible for the marking of any books
- TAs can provide feedback in a lesson and this should be noted in the book with VF or evidence of correction or scaffolding.
- 1:1 TAs are not responsible for marking the pupil's books that they work with, the teacher is.