



Marking and Assessment GUIDELINES

(2025- 2027- to be revised and updated if there are changes)

Rationale

The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching.

The audience for the marking is the children.

It should aim to (and be capable of producing) improvement in students' learning. (EEF, 2021)

Our policy is underpinned by the evidence of best practice from the Education Endowment Fund (EEF), DfE (2016) and other expert organisations. The EEF state that effective feedback:

- has a high impact on learning outcome
- focuses on the task
- provides specific information on how to improve.
- can be effective during, immediately after and some time after learning.
- feedback should not be limited exclusively to written marking
- verbal feedback shows slightly higher impacts overall (+7 months).
- that it is important to give feedback when things are correct – not just when they are incorrect.

Marking:

All work (inc. homework) must be at least acknowledgement marked, with ticks, a stamp and a comment where appropriate.

- Marking should be related to the learning intention and success criteria and quality marking should invite comments or scaffold next steps e.g. *now try to think of five words to describe...or challenge: can you try these...*
- Use questions to encourage a dialogue.
- Reference LI (learning intention) and SC (success criteria or steps to success) which should be shared and displayed throughout the lesson.
- When marking English work or written work, spelling corrections should pick up on specific skills e.g. families of words, tricky words and editing skills. For KS2, when quality marking, underline the incorrectly spelt word and write sp in the margin. Occasionally write the correct spelling under the work and x 5 so the children can practice these when they get their books back.
- Every child should expect at least one piece of written work (in any subject area) to be quality marked every week – including next steps.
- The greater the dialogue, the more meaningful the feedback.
- Quality marking might include 2 stars and a wish, a scaffolded next steps statement and a note that feedback has been given orally (O).
- From time to time in any unit of work, a plenary lesson will give children the opportunity to spend some time rehearsing improvement skills.
- The quality of dialogue will be evident in a work scrutiny.

- Marking will usually be red pen and pupils feedback will be using a green pen.
- Where an LSA/ TA has supported learning, they may mark 'S' in the margin to evidence supported work.
- Practical tasks or displayed work should be evidenced with date, LI, SC and explanation of where work is displayed. This may also include photos of work samples.

Assessment:

- Assessment is an ongoing task. Teachers assess the quality of learning in each lesson through AFL (Assessment For Learning) strategies.
- Marking is a tool used to inform ongoing assessment.
- Core subjects have assessment grids at the back of books to see how pupils are progressing towards end of year National Curriculum expectations.
- Non-core curriculum assessment measures are through books.
- Non-core work scrutinies/ assessment are completed by subject leaders and feedback is shared with staff and the senior leadership team.
- Core subjects have termly PUMA (Progress Understanding in Mathematics Assessment) and PIRA (Progress in Reading Assessment).
- Pupils with SEND and with Educational Health Care Plans (EHCPs) are assessed for progress and where applicable for achievement in National Curriculum end of year expectations. Assessment may come from outside agencies such as Speech and Language therapy and Educational Psychology teams.
- Pupils identified with SEND may have personal learning goals (PLGs) set.
- Standardised testing/Assessment happens as set by the DFE. Currently these include: Early years baseline assessments and end of year GLD (Good Level of Development) Year 1 Phonics screening, Year 4 Times tables checks and KS2 (Year 6) SATs.
- Standardised testing can be compared to pupils taking the same tests Nationally.
- Parents receive a summary of outcomes in all year groups in pupils end of year reports.

Jewish Studies Assessment Policy Statement:

At SMJPS we recognise the significance of Jewish Studies in nurturing a strong sense of identity, values, and connection to heritage as well as preparing our pupils with the knowledge and skills into the future. Our Jewish Studies assessment policy is designed to foster a deep understanding of Jewish traditions, understanding, spirituality and values.

Assessment for learning is continuous throughout the planning, teaching and learning cycle.

Assessment:

- Observing pupils at work, individually, in pairs, in a group and in class during whole class teaching.
- We ensure adapted, open-ended questions that require children to explain and unpick their understanding.
- We provide effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation and greater depth.
- Book monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Teacher assessment is used alongside specific and measurable learning intentions for each lesson with pupils and teacher review of the agreed success criteria.

Ivrit (MFL) Assessment Policy Statement:

At SMJPS we recognise the importance of language proficiency in a globalised world. Our Modern Foreign Language (MFL) assessment policy is designed to foster a love for language learning and ensure that our pupils develop communicative skills in Ivrit.

Assessment:

- The pupils are assessed continually throughout the year, with the teacher giving feedback orally, through marking and assessments. This process is supported by the end of KS2 statements in the National Curriculum 2014.
- Children regularly review their work against the learning Intention. In addition, the teacher keeps a record of the progress made for each pupil based on the MFL curriculum expected outcomes at the end of each term.
- Assessments are in line with other core curriculum subjects, with a skills assessment grid at the back of each book. These are developed to integrate listening, speaking, reading, and writing skills to provide a comprehensive evaluation of language proficiency.

