



Lüderitz Blue School

Marking and Assessment Policy

1. MARKING STATEMENT

At Lüderitz Blue School, we believe that responding to a learner's school work is an essential aspect of their education. We believe that marking work regularly and effectively:

- ensures the appropriate assessment of a child's performance and progress
- allows the teacher to inform their planning and
- informs the child about the next steps of their learning

2. MARKING EXPECTATIONS

i) Teachers are expected to keep up to date with their marking responsibilities, ensuring that children's work is marked within 2 school days of it being completed.

ii) This expectation does not apply to more complicated pieces of work, for example lengthy written tasks, assessments or projects. In these cases, the marking should be completed within 7 school days.

iii) Comments should be constructive and positive at all times.

iv) Marking may be tailored to reflect the Learning Objective of a lesson. For example, in a grammar lesson focussing on the use of brackets, it is possible that not all spellings will be corrected.

v) If a teacher has worked one-to-one with a child for a lesson, this should be written on the child's work.

vi) If it is appropriate for a piece of work to be marked verbally, teachers may mark the work with the initials VF (verbal feedback).

vi) Teachers follow the guidelines of the school 'Marking Guide for Learners and Teachers, which is displayed in school classrooms and staff working areas. Please see APPENDIX A - MARKING GUIDE FOR LEARNERS AND TEACHERS.

vii) Learners are also familiar with the above.

3. FORMS OF ASSESSMENT

At Lüderitz Blue School, we focus on quality rather than quantity of assessments done. We focus on the following forms of assessment:

- Formative Assessment: Informal or formal assessments completed **throughout** a lesson or learning unit with the purpose of informing future planning. Formative Assessment methods include, but are not limited to: questioning, homework and classwork tasks, quizzes, rubrics, discussions, questionnaires and progress notes.
- Summative Assessment: Informal or formal assessments completed **at the end of** a learning unit to assess the progress a learner has made, and inform future planning. Summative Assessment methods include, but are not limited to: rubrics, written assignments, tests, presentations, portfolios, projects, resorts or practical examinations.
- Peer Assessment: A form of assessment in which **learners assess each other's work** based on the standards or benchmark provided by their teacher. Assessment of this form allows learners to assist their peers, but also to consolidate their own learning. Peer Assessment methods include, but are not limited to: Success Criteria checklists, discussions or 'two stars and a wish'.
- Self Assessment: A form of assessment in which **a learner assesses their own work** based on the standards or benchmark provided by their teacher. This method of assessment allows learners to take responsibility for their learning and reflect on their progress. Self Assessment methods include, but are not limited to: Success Criteria checklists, questionnaires or writing a 'green pen sentence' at the end of their work.

4. REPORTING

Teachers will monitor learners' progress throughout the year in line with internal procedures, and share progress in reports with parents 2 times a year. There will also be at least one Parents Evening organised, as an opportunity for parents and teachers to discuss a child's progress and development.

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1st Review: Lucy Hooft, October 2022

2nd Review: Marnie Allen, October 2023

Next Review due: October 2024

APPENDIX A

MARKING GUIDE FOR LEARNERS AND TEACHERS

red pen	teacher comment
red line under word 	spelling/grammar error
sp.	spelling error
box 	missing punctuation (. ? ! etc)
green pen	student feedback
	next step in your learning
	LO traffic light green - LO achieved orange - nearly there red - stop and think again
	merit achieved