

# ENNISKILLEN MODEL PRIMARY SCHOOL



## MARKING & FEEDBACK POLICY

April 2024 (Final Version)

Staff Consultation 2023/2024

**“Pupil’s work is marked regularly and consistently in ways which highlight the strengths and give feedback on what the pupil needs to do to improve.”**

**(Together Towards Improvement, Assessment Indicators)**

## **FOREWORD:**

At Enniskillen Model Primary School, we believe that high quality, consistent marking and feedback enhances learning by engaging the children as active participants in their learning and by providing personalised help and guidance.

The importance of marking children's work cannot be underestimated. It is the most effective assessment tool. Marking pupils work is not only a way of finding out what they can do; it also shows them what they can do to improve their work. The outcome of marking should have maximum effect on pupils' progress.

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*“Effective practice is demonstrated when -*

*Teachers continually monitor the children's understanding and provide high quality feedback to ensure the children have an accurate understanding of their progress and what they need to do to improve.”*

*(Effective Practice and Self Evaluation Questions for Primary – January 2017)*

### **1. AIMS**

1. To provide accessible and understandable feedback, both verbal and/or written to improve the quality of children's work in the context of the learning intentions.
2. To boost children's self-esteem and aspirations by providing opportunities for children to progress towards self-evaluation through involvement and shared learning goals and become independent learners. To highlight places where children have successfully met Learning Intentions and Success Criteria.
3. To involve pupils in self and peer assessment, to engage them in their own learning and to realise their own learning needs and goals through self-evaluation and reflection of their work.
4. To acknowledge the efforts and achievements of pupils and to provide them with strategies for improvement.
5. To establish a coherent, consistent approach to marking by all who engage in giving feedback and marking pupils' work.
6. To facilitate effective communication between teacher, pupils, peers and parents, and use this to monitor and assess progress that will shape and direct future planning at all levels. Marking of homework allows parents to see how children are engaging in the learning process.
7. To provide a basis both for summative and formative assessment and inform individual tracking of progress.
8. To ensure that the Marking and Feedback policy is a manageable and relevant system as part of the learning, teaching and assessment cycle.

We believe the most important aspect of marking is informing the children whether they have met the target of the lesson/s and if they have none, they are told how to improve their work and to understand the progress they are making

*“Feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the student; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning.”*

*(Dylan William, Embedded Formative Assessment)*

## **2. GENERAL MARKING ADVICE:**

### **(a) FS GUIDANCE FOR MARKING AND FEEDBACK**

#### Curriculum Areas:

- Although all work is to be acknowledged, written comments are not required on every piece of work, but when written they should always be appropriate to the child’s age, knowledge and understanding. Comments may also invite a response from the child in either verbal or written form.
- Literacy and Numeracy work must be marked after each lesson, often written in a way to inform the next step/s as required.
- Non-core subject areas should be marked appropriately and returned before or during the next session – this may include comments, stamps, stickers etc.
- Long-term projects should be marked on completion.
- Approaches such as S, SS and I can be used when marking work/writing i.e. Support, Some Support or Independent

#### Teacher involvement:

- Teachers will use their professional judgement to select which pieces of work to mark in more depth with comments/prompts – this may be by table/group, for example.
- Teacher comments should relate to the learning that has taken place (WALT), targets, effort, skills and presentation. Pupils should be made aware of the ‘focus’ of the marking at the beginning of the lesson (WILF). These should be evident on the working wall, flip chart or clever touch screen and/or worksheets/labels or written into class writing book.
- Negative comments are worded carefully to promote future learning and should avoid the use of abbreviations or slang e.g. ‘fab.’
- There is no standard colour for the marking of children’s work, **however red is not used**. All marking should be clearly presented.
- When possible, a teacher will mark with the child, closely observing, interpreting and making judgments about the learning that has taken place.
- A variety of positive reinforcements and techniques are used – ink stamps, stickers, homework vouchers, certificates etc. These help to nurture motivation by emphasising progress and achievement rather than failure.

- It is the responsibility of the class teacher to oversee, monitor and review all marking – Classroom Assistants only mark closed tasks or where there is a definite right or wrong answer.

#### Pupil involvement:

- Children are encouraged to become independent learners, through self-assessment – occasionally, a variety of verbal approaches are encouraged at a suitable level for the children.

#### Classroom Assistant involvement:

- Classroom Assistants may be given the responsibility of marking closed tasks or an exercise where answers are simply right or wrong. They should sign or initialise this work which should be monitored and reviewed as appropriate by the class teacher – same applies to substitute teachers.

#### Parental involvement:

- Parents are made aware of the School's Marking and Feedback Policy. The updated policy is included on the school website and via class letters, introductory meetings and parent interviews.
- Parents should provide support with homework as appropriate to the level and ability of their child/children. They should be encouraged to put a • beside work that has had to be corrected at home and indicate where a child has had difficulties with their homework e.g. a brief comment at the bottom of the page or homework diary. Pupils need to be taught to understand this process.
- Parental signatures are encouraged – diary/work or both.

## **(b) FS GUIDANCE FOR LITERACY**

### Reading

- Most of the marking in this area is provided through oral feedback.
- Comments on reading activities relate to the child's understanding of text and to the learning objective (WALT) e.g. What the primary focus for that lesson is?

### Writing

- Mistakes are underlined, circled or dotted – Xs are not used
- Children are encouraged to use the "Have a Go" approach to spelling using a whiteboard, dictionary or by asking the teacher/assistant
- Pupil whiteboards can be used to form first drafts of word/sentences
- Individual issues will be addressed with each pupil as appropriate. However, when a lot of children have a problem in one area this is addressed with the whole class at the beginning of the next lesson.
- Successes linked to the learning intention and success criteria are highlighted – WALT/WILF - work is marked for the success criteria alongside application.
- As appropriate classes operate with small "focus group" arrangements i.e. the teacher focuses on the learning intentions with the focus group for that day.

- Teachers and assistants monitor and encourage appropriate letter formation
- Neat handwriting and presentation of work are encouraged in all areas of the curriculum – handwriting formation booklets are used alongside PBL activities.
- Letter formation is reinforced if incorrect.

#### Talking and Listening

- Most of the marking in this area is provided through oral feedback.
- Comments on reading activities relate to the child's understanding of text and to the learning objective (WALT) e.g. What the primary focus for that lesson is?

### **(c ) FS GUIDANCE FOR NUMERACY**

#### Corrections

Use ✓ beside a correct answer

Use • beside an incorrect answer

Use ○ (a circle) on an error in a computation

Time is given where appropriate to discuss corrections – individually or in a small or larger group situation. This involves teacher/pupil reflection, dialogue and decision making.

Oral feedback is provided for group, investigative or practical tasks

Corrections inform and direct future short - and long-term planning

### **(d ) FS GUIDANCE FOR ALL OTHER CURRICULAR AREAS OF LEARNING**

Marking should include the following:

- Praise, encouragement and interventions as appropriate
- Identifying successes, linked to the learning intentions and success criteria – WALT and WILF
- Comments on handwriting and presentation
- Oral comments on individual or group work/presentations to the whole class
- Questioning, as deemed appropriate - inviting the child to respond and therefore checking his/her understanding. Perhaps asking children to explain what they are doing and providing encouragement as required
- Class displays – highlighting tasks/activities which have taken place – promoting positivity. There is no requirement to have display work marked.
- Children observing and evaluating their own performances/work (orally)
- Class samples, photographs and Google Classroom entries retained to celebrate achievements and evidence of work
- Typed response where online work has been submitted via Google Classroom

## (a) KS1 GUIDANCE FOR MARKING AND FEEDBACK

### Curriculum Areas:

- Although all work is to be acknowledged, written comments are not required on every piece of work, but when written they should always be appropriate to the child's age, knowledge and understanding. Comments may also invite a response from the child in either verbal or written form.
- Literacy and Numeracy work must be marked after each lesson, often written in a way to inform the next step/s as required.
- Non-core curricular areas should be ticked/marked appropriately and returned before or during the next session – this may include comments, stamps, stickers etc.
- Long-term projects should be marked on completion.
- Approaches such as S, SS and I can be used when marking work/writing i.e. Support, Some Support or Independent.

### Teacher involvement:

- Teachers will use their professional judgement to select which pieces of work to mark in more depth with comments/prompts – this may be table, for example.
- Teacher comments should relate to the learning that has taken place (WALT), targets, effort, skills and presentation. Pupils should be made aware of the 'focus' of the marking at the beginning of the lesson (WILF). These should be evident on the clever touch screen and/or on worksheets/labels or written into class writing book.
- Negative comments are worded carefully to promote future learning and should avoid the use of abbreviations or slang e.g. 'fab.'
- There is no standard colour for the marking of children's work, **however red is not used**. All marking should be clearly presented.
- When possible, a teacher will mark with the child, closely observing, interpreting and making judgments about the learning that has taken place.
- A variety of positive reinforcements and techniques are used – ink stamps, stickers, homework vouchers, certificates etc. These help to nurture motivation by emphasising progress and achievement rather than failure.
- On occasions scores are recorded in numerical form e.g. 5 out of 10. Grades or percentages are not used at class level.
- It is the responsibility of the class teacher to oversee, monitor and review all marking – Classroom Assistants and pupils only mark closed tasks or where there is a definite right or wrong answer.

### Pupil involvement:

- Pupils are provided with specific task learning intentions and success criteria. Follow-up work provides the evidence to ascertain whether the Learning Objectives have been achieved or not.
- Children are encouraged to put a • beside an incorrect answer (mostly when using whiteboards) – x is not used
- As appropriate, this work is scanned, checked and can be signed by the class teacher.

- Children are encouraged to become independent learners, through self-assessment – occasionally, a variety of approaches are encouraged at a suitable level for the children.

#### Classroom Assistant involvement:

- Classroom Assistants may be given the responsibility of marking closed tasks or an exercise where answers are simply right or wrong. They should sign or initialise this work which should be monitored and reviewed by the class teacher – same applies to substitute teachers.

#### Parental involvement:

- Parents are made aware of the School's Marking and Feedback Policy. The updated policy is included on the school website and via class letters, introductory meetings and parent interviews.
- Parents should provide support with homework as appropriate to the level and ability of their child/children. They should be encouraged to put a • beside work that has had to be corrected at home and indicate where a child has had difficulties with their homework e.g. a brief comment at the bottom of the page or homework diary. Pupils need to be taught to understand this process.
- Parental signatures are encouraged – diary/work or both.

## **(b) KS1 GUIDANCE FOR LITERACY**

### Reading

- Most of the marking in this area is provided through oral feedback.
- Comments on reading activities relate to the child's understanding of text and to the learning objective (WALT) e.g. What the primary focus for that lesson is?
- The pupil PTE test score which incorporates reading is recorded on SIMs. The 'Individual Pupil Profile' Record Sheets are printed off for each pupil at the end of each year and filed into each pupil's assessment folder.
- Progress/discrepancies etc. are monitored and action taken as required (analysis sheets)

### Writing

- Mistakes are underlined, circled or dotted – Xs are not used
- Children are encouraged to use the "Have a Go" approach to spelling using a whiteboard, dictionary or by asking the teacher/assistant
- Spelling corrections are written out again (3 times below the correct spelling)
- Pupil whiteboards can be used to form first drafts of sentences
- When work is redrafted, grammar is corrected in the final copy
- Individual issues will be addressed with each pupil as appropriate. However, when a lot of children have a problem in one area this is addressed with the whole class at the beginning of the next grammar lesson.
- Successes linked to the learning intention and success criteria are highlighted – WALT/WILF - work is marked for the success criteria alongside application.

- As appropriate classes operate with small “focus group” arrangements i.e. the teacher focuses on the learning intentions with the focus group for that day.
- Teachers and assistants monitor and encourage appropriate letter formation
- Neat handwriting and presentation of work are encouraged in all areas of the curriculum – handwriting practise booklets are used.
- On occasions a small section of the written work completed during an individual lesson is focused on to further develop appropriate vocabulary, spelling and grammar.

#### Talking and Listening

- Most of the marking in this area is provided through oral feedback.
- Comments on reading activities relate to the child’s understanding of text and to the learning objective (WALT) e.g. What the primary focus for that lesson is?

## **(C ) KS1 GUIDANCE FOR NUMERACY**

#### Corrections

Use ✓ beside a correct answer

Use • beside an incorrect answer

Use ○ (a circle) on an error in a computation

Incorrect answers are rubbed out and the correct answer is written in its place

Time is given where appropriate to discuss corrections – individually or in a small or larger group situation. This involves teacher/pupil reflection, dialogue and decision making.

Oral feedback is provided for group, investigative or practical tasks

Corrections inform and direct future short - and long-term planning

## **(d ) KS1 GUIDANCE FOR ALL OTHER CURRICULAR AREAS OF LEARNING**

Marking should include the following:

- Praise, encouragement and interventions as appropriate
- Identifying successes, linked to the learning intentions and success criteria – WALT and WILF
- Comments on handwriting and presentation
- Oral comments on individual or group work/presentations to the whole class
- Questioning as appropriate - inviting the child to respond and therefore checking understanding
- Oral/verbal feedback – asking children to explain what they are doing and providing encouragement as required



- Class displays – highlighting tasks/activities which have taken place – promoting positivity. There is no requirement to have display work marked.
- Children observing and evaluating their own performances/work (orally)
- Class samples, photographs and Google Classroom entries retained to celebrate achievements and evidence of work
- Typed response where online work has been submitted via Google Classroom

## (a) KS2 GUIDANCE FOR MARKING AND FEEDBACK

### Curriculum Areas:

- Although all work is to be acknowledged, written comments are not required on every piece of work, but when written they should always be appropriate to the child's age, knowledge and understanding. Comments may also invite a response from the child in either verbal or written form.
- Literacy and Numeracy work must be marked after each lesson, often written in a way to inform the next step/s as required – time constraints considered. Self and peer marking is used on occasions.
- Non-core curricular areas should be ticked/marked appropriately and returned before or during the next session – this may include comments, stamps, stickers etc.
- Long-term projects should be marked on completion.

### Teacher involvement:

- Teachers will use their professional judgement to select which pieces of work to mark in more depth with comments/prompts – this may be by group, for example.
- Teacher comments should relate to the learning that has taken place (WALT), targets, effort, skills and presentation. Pupils should be made aware of the 'focus' of the marking at the beginning of the lesson (WILF) – often written at the start of a task. These should be evident on the clever touch screen and/or on worksheets/labels or written into class writing book.
- Negative comments are worded carefully to promote future learning and should avoid the use of abbreviations or slang e.g. 'fab.'
- There is no standard colour for the marking of children's work, **however red is not used**. All marking should be clearly presented.
- When possible, a teacher will mark with the child, closely observing, interpreting and making judgments about the learning that has taken place. A symbol/stamper can be used to show that verbal feedback has taken place.
- A variety of positive reinforcements and techniques are used – ink stamps, stickers, homework vouchers, certificates etc. These help to nurture motivation by emphasising progress and achievement rather than failure.
- On occasions scores are recorded in numerical form e.g. 5 out of 10. Grades or percentages are not used at class level (P6/P7 transfer related work is the exception)
- It is the responsibility of the class teacher to oversee, monitor and review all marking – Classroom Assistants and pupils only mark closed tasks or where there is a definite right or wrong answer.

### Pupil involvement:

- Pupils are provided with specific task learning intentions and success criteria (WILF). Follow-up work provides the evidence to ascertain whether the Learning Objectives have been achieved or not.
- When appropriate Key Stage 2 children may take on the responsibility of marking their own work or swap marking during closed tasks or an exercise where answers are simply right or wrong.
- Children are encouraged to put a • beside an incorrect answer (x is not used).
- As appropriate, this work is scanned, checked and can be signed by the class teacher.
- Dark colouring pencils or a ball point pen are recommended for pupils' marking. No highlighters or felt tips.
- Children are encouraged to become independent learners, through self and peer assessment. A variety of approaches are encouraged.

### Classroom Assistant involvement:

- Classroom Assistants may be given the responsibility of marking closed tasks or an exercise where answers are simply right or wrong. They should sign or initialise this work which should be monitored and reviewed by the class teacher – same applies to substitute teachers.

### Parental involvement:

- Parents are made aware of the School's Marking and Feedback Policy. The updated policy is included on the school website and via class letters, introductory meetings and parent interviews.
- Parents should provide support with homework as appropriate to the level and ability of their child/children. They should be encouraged to put a • beside work that has had to be corrected at home and indicate where a child has had difficulties with their homework e.g. a brief comment at the bottom of the page or homework diary. Pupils need to be taught to understand this process.
- Parental signatures are encouraged – diary/work or both.

## **(b) KS2 GUIDANCE FOR LITERACY**

### Reading

- Most of the marking in this area is provided through oral feedback.
- Comments on reading activities relate to the child's understanding of text and to the learning objective (WALT) e.g. What the primary focus for that lesson is?
- The pupil PTE test score which incorporates reading is recorded on SIMs. The 'Individual Pupil Profile' Record Sheets are printed off for each pupil at the end of each year and filed into each pupil's assessment folder.
- Progress/discrepancies etc. are monitored and action taken as required (analysis sheets)

## Writing

- Mistakes are underlined, circled or dotted – Xs are not used
- Children can be encouraged to use the “Have a Go” approach to spelling e.g. on whiteboards or in ‘Have a Go’ booklets. Differentiation considered
- Spelling corrections are written out again (3 times below the correct spelling) – often after spelling tests
- Pupil whiteboards can be used to form first drafts of sentences
- When work is redrafted, grammar is corrected in the final copy
- Individual issues will be addressed with each pupil as appropriate. However, when a lot of children have a problem in one area this is addressed with the whole class at the beginning of the next grammar lesson.
- Successes linked to the learning intention and success criteria are highlighted – WALT/WILF - work is marked for the success criteria alongside application.
- As appropriate classes operate with small “focus group” arrangements i.e. the teacher focuses on the learning intentions with the focus group for that day.
- Teachers and assistants monitor and encourage appropriate letter formation and an appropriate joined hand-writing style (by the end of KS2).
- Neat handwriting and presentation of work are encouraged in all areas of the curriculum.
- On occasions a small section of the written work completed during an individual lesson is focused on to further develop appropriate vocabulary, spelling and grammar.
- At Key Stage 2 Self and Peer assessment techniques are used as appropriate to provide feedback e.g. Criteria tick sheets or feedback stampers

## Talking and Listening

- Most of the marking in this area is provided through oral feedback.
- Comments on reading activities relate to the child’s understanding of text and to the learning objective (WALT) e.g. What the primary focus for that lesson is?

## **(C ) KS2 GUIDANCE FOR NUMERACY**

### Corrections

Use ✓ beside a correct answer

Use • beside an incorrect answer

Use ○ (a circle) on an error in a computation

There is no rubbing out of incorrect answers. A correction is written adjacent, below the mistake or at the bottom of the page

Time is given where appropriate to discuss corrections – individually or in a small or larger group situation. This involves teacher/pupil reflection, dialogue and decision making.

Oral feedback is provided for group, investigative or practical tasks

Corrections inform and direct future short - and long-term planning

## **(d ) KS2 GUIDANCE FOR ALL OTHER CURRICULAR AREAS OF LEARNING**

Marking should include the following:

- Praise, encouragement and interventions as appropriate
- Identifying successes, linked to the learning intentions and success criteria – WALT and WILF
- Comments on handwriting and presentation
- Oral comments on individual or group work/presentations to the whole class
- Questioning as appropriate and given time constraints - inviting the child to respond and therefore checking understanding
- Oral/verbal feedback – asking children to explain what they are doing and providing encouragement as required
- Class displays – highlighting tasks/activities which have taken place – promoting positivity. There is no requirement to have display work marked.
- Children observing and evaluating their own performances/work
- Class samples, photographs and Google Classroom entries retained to celebrate achievements and evidence work
- Typed response where online work has been submitted via Google Classroom

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

We use three main forms of marking and feedback:

#### 1. Oral Feedback

We recognise the importance of children receiving regular oral feedback. This allows children's understanding to be checked, corrected and extended. Children of all ages receive oral feedback but this is particularly important in the Foundation Stage where children may be unable to read a written comment.

#### 2. Written Marking and Feedback

##### (a) Summative Feedback and Marking

This usually consists of tick and dots for corrections and is associated with closed tasks or exercises where the answer is either right or wrong.

##### (b) Formative Marking and Feedback

We use this in relation to the learning intentions and success criteria and related to whether it has been reached as well as providing a structure for future progress. Areas where learning intentions have been met are acknowledged and identification of how work could be improved (in relation to the learning intentions and success criteria). Comments are focused and should give strategies for improvement to help the child to 'close the gap' (Shirley Clarke) between what they have achieved and what they could have achieved.

For the marking to be formative, the information must be used and acted on by the children. Therefore, when work has been marked, time is planned in future lessons for the children to read the comment and make improvements or respond to these comments when marking in a more in depth or greater detail.

Pupils should be given opportunities to comment on their own and others work. The skills of responding to feedback must be explicitly taught and pupils must be given time to respond so that they can make focussed improvements.

Improvement prompts which will make in depth marking more effective may include-

- Reminder Prompts – *reiterates the learning objectives*
- Question Prompts – *encourages children to think further*
- Scaffolded Prompts – *suggestions made by the teacher about what could be written and given back to the child*
- Modelling Prompt – *models' improvements*
- *Comments may be made using editing tool/ overwrote tool (iPad) or feedback box on submitted via Google Classroom.*

#### **Marking may be completed by**

- ✓ Teacher alone
- ✓ Teacher alongside child
- ✓ Child alone (self-marking and self-assessment)
- ✓ Other children (swop marking and peer assessment)
- ✓ Classroom Assistant
- ✓ Supply teacher (*should be signed and dated*)

#### **4. MARKING SYMBOLS/CODES**

<b>Symbol/Code</b>	<b>Meaning</b>
●	Incorrect work
//	New Paragraph
. , ? ! “ ”	Missing Punctuation
?	In the margin – Reread and try again
^	An omission
✓	Correct
Hh	Incorrect letter case or punctuation will be altered.

## **5. HELPFUL EVERYDAY QUESTIONS (SHIRLEY CLARKE 1998)**

### **For teachers**

- Do I vary my marking styles?
- Do I overuse the same comments?
- Do I model expectations?
- Do I use positive statements?
- Do I indicate future needs?
- Do I set targets and help children to know what they need to do next?
- Do I encourage pupils to self-assess?
- Do I involve children, parents and peers in the marking process?

### **For children**

- Do you know your next steps/targets?
- Why do teachers mark work?
- What sort of things make the teacher think your work is good?
- How do you know the teacher is not happy with your work?
- What sort of marking do you find helpful?

## **6. A GUIDE FOR PARENTS**

Effective marking will have a positive impact on pupils and parents. It is important that both parties know why and how we mark and are given guidelines to help and be involved in the process. Parents may wish to know that we do correct every mistake but often concentrate on specific criteria.

### **Why do we mark?**

- To make the children aware that they have succeeded
- To encourage progress
- To help direct future learning
- To provide a constructive discussion and so promote teacher/pupil partnership
- To raise standards

### **How do we mark?**

- The children particularly value verbal comments because they are personal to them
- Symbols give immediate feedback to the children
- Written comments which relate to the learning intentions and success criteria set by the teacher

You will notice that not every mistake is corrected. This is because we concentrate on specific areas of learning at any one time.

### **How can you help your child?**

You can do this by

- Sharing an interest in your child's work
- Help them focus on the task set
- Encouraging them to read the comments and to use them as a guide for improvement

# GUIDANCE ON DISPLAYS

Devised October 2023

## Introduction

In Enniskillen Model Primary School, we promote displays as a means of stimulating learning, demonstrating effort, celebrating pupil attainment and success.

Displaying children's work is an important expression of the value placed on their achievements. They must feature regularly and be reflective of breadth across the curriculum.

In recognition of the important part played by displays in the creation of a positive learning environment, teachers in this school have overall responsibility for creating displays/changing displays. Assistants are briefed accordingly.

Displays should not detract unduly from class teaching time/assistant interaction time.

Work displayed can be put in pupils' books/folders once taken down.

## Aims – why display?

- To encourage curiosity, creativity and develop understanding of the topics covered
- To stimulate interest and motivate pupils to explore further learning
- To generate a sense of pride in self, group, class and school as a whole
- To celebrate pupil attainment and promote self-esteem
- To demonstrate high standards of attainment

## Children's work (including writing):

- Should always be of the highest quality for the child in question
- Time should be set aside for redrafts when possible and especially so when writing or considering the needs of pupils
- Work displayed is often read by children and adults and therefore should always demonstrate the child's best handwriting, spelling, grammar and punctuation
- Children's writing should be in pencil. In P7, some work in pen is encouraged (re. Language and Literacy policy)
- Children's work should always display their names

## Classroom and Corridor Displays:

- Children's work can be hung across classrooms/corridors
- Displays should have a title, information referring to the learning intention/ nature of task/questions/process/key vocabulary etc.
- There should be a balance of curricular areas displayed
- There must be a balance between displays that provide prompts or information and the children's own work

- Classroom displays must be changed with each topic to maintain the children's interest and reflect current learning
- Some corridor displays are designed to be for longer term purpose and will be static
- Classroom displays must be well-maintained and appear in good order
- Work displayed should demonstrate a variety of ways of recording (e.g. posters, photographs, diagrams, concept mapping, bullet points and lists)
- Closed responses should be avoided e.g. 30 of the exact same
- Displays should reflect good progression, content and standards; these should be appropriate to the age and ability of learners.
- Classrooms will have at least one working/teaching wall – Literacy and Numeracy. What constitutes a working wall?
- All teaching staff are responsible for displays in and outside their classroom and ensure that displays are kept up to date, neat and tidy
- Consistency across year groups should be evident.

Monitoring and Evaluating:

1. The SLT will monitor displays on a regular basis (respective areas) and highlight concerns
2. Co-ordinators should take photographs of corridor displays



# THE BIG PICTURE OF ASSESSMENT AND REPORTING

## AIM OF ASSESSMENT

to facilitate the monitoring of standards over time in order to inform the development of policy and practice leading to better pupil outcomes

## PRINCIPLES

Assessment should:

- 1 be complementary to, and supportive of, the key aims of the NI Curriculum
- 2 be fit for purpose
- 3 be manageable
- 4 be supported by teacher professional judgements that are consistent and reliable
- 5 be appropriate at all levels for system-wide accountability

## PURPOSES

**DIAGNOSTIC**  
To identify strengths and areas for improvement and to inform next steps

**FORMATIVE**  
To use assessment information to make specific improvements in learning

**SUMMATIVE**  
To acknowledge, record and report pupils' overall performance and achievement at a point in time

**EVALUATIVE**  
To inform curriculum planning and to provide information for monitoring and accountability

## WHAT IS ASSESSED?

*Pupil performance and achievement in ...*

**CROSS-CURRICULAR SKILLS (CCS)**  
Assessment: a robust model of moderated teacher judgement

**OTHER SKILLS (Thinking Skills and Personal Capabilities: TS&PC)**  
Assessment: delegated to schools

**AREAS OF LEARNING (AoL)**  
Assessment: delegated to schools

## ASSESSMENT AND REPORTING REQUIREMENTS

### FOUNDATION STAGE

- Assessment**
- Assess pupil progress in each CCS
  - Assess pupil progress in each of the Other Skills (TS&PC)
  - Assess pupil progress in each AoL
- Reporting**
- Annual Report
  - Parent Meetings
  - Annual Review\*

### KEY STAGE 1 & KEY STAGE 2

- Assessment**
- Assess pupil progress in each CCS
  - Use of CCEA designed tasks Years 4 & 7
  - Assess pupil progress in each of the Other Skills (TS&PC)
  - Assess pupil progress in each AoL
- Reporting**
- Annual Report
  - Years 4 & 7 numerical outcomes for CCS; and additional school/system information to parents
  - Years 4-7 computer-based assessments, autumn term
  - Parent Meetings
  - Annual Review\*

### KEY STAGE 3

- Assessment**
- Assess pupil progress in each CCS
  - Use of CCEA approved tasks Year 10
  - Assess pupil progress in each of the Other Skills (TS&PC)
  - Assess pupil progress in each AoL
- Reporting**
- Annual Report
  - Year 10 numerical outcomes for CCS; and additional school/system information to parents
  - Parent Meetings
  - Annual Review/Transition Plans\*

## USING ASSESSMENT OUTCOMES TO INFORM NEXT STEPS PLANNING

<b>AT CLASSROOM LEVEL:</b>	What level are my pupils now?	Where do they need to be next (with an appropriate level of challenge)?	What are the best strategies to help pupils reach the 'next steps' in their learning?
<b>AT COORDINATOR LEVEL:</b>	How is my area of responsibility performing, compared with recent 3 year trends?	How is my area of responsibility performing compared with other curriculum areas?	What are the priorities for improving provision within my area of responsibility?
<b>AT WHOLE SCHOOL LEVEL:</b>	How is our school performing, compared with recent 3 year trends?	How is our school performing compared with other schools in similar circumstances?	What are our whole school priorities for improving pupil outcomes, especially in Literacy and Numeracy?