



LLOYD WILLIAMSON
FOUNDATION

The Lloyd Williamson Schools

Planning, Marking and Assessment Policy

2021-2022

Introduction

Good planning, marking and assessment are an integral part of the fabric of LWS. We aim to support all teachers to develop and extend the skills necessary to promote high levels of success and aspiration throughout the school at all developmental levels. Teachers will be accountable to the Co-Principals and members of the senior management team to:

1. Plan an integrated curriculum and engaging lessons that cover both the skills knowledge the children should be learning across the curriculum
2. Mark conscientiously, consistently and effectively the children's work to enable pupils to know what they can do (verbal and written), what they need to do to get better (next steps), and feel good about the work they are producing (praise)
3. Assess the children's work, making ongoing formative judgements throughout the school year as well as summative assessments against the curriculum as planned at the end of each term and especially at the end of the school year.

We strongly believe that each child should feel good about who they are, what they are achieving and have a strong and positive sense of the direction in which their learning is going.

Planning:

At LWS we plan formally in three stages.

- Long Term: Written by the Co-Principals, long term plans ensure that all aspects of the school curriculum are covered with specific attention to development and progression with specific threads of learning throughout the school for the whole academic year. Years 10-11 follow Cambridge IGCSE curriculum.
- Medium Term: Written by individual teachers, medium term plans (MTPs) cover the specific skills and knowledge to be covered each term. Cross-curricular links are encouraged so skills can be taught and mastered across a range of activities.
- Weekly/Daily: Written by individual teachers, short term plans are written in the Teachers Planner and are available for random checks. Weekly/Daily plans include specified Learning Intentions (LI)). There is scope to change and adapt planning as required based on formative assessments and the professional judgement made by teachers in response to their lessons.

Teachers are responsible for keeping records of all their planning throughout the academic year both for their own reference and for access by the Co-Principals and/or senior management team.

Marking:

We see marking children's work as part of our overall assessment. We aim to use marking to motivate the children, provide direct feedback about what individual children have achieved, what they can do to improve their work (next steps) and feel good about what they have produced (if and where appropriate). It is most effective when, in conjunction with the teachers' high standards, it is used as an intervention at the point of learning (it should always be meaningful and aimed at improving and/or supporting the child's self-esteem, personal motivation and positive attitude).

We aim for all marking to be timely (within a few days of a piece of work having been created) and when possible to be interactive – a communication between teacher and pupil. For this

reason, we aim to mark as much work with the children present as possible in order to facilitate a dialogue (This is not possible during lockdown restrictions due to COVID-19). The teacher should always try to see and mark all work before the child continues with further related or developmentally progressive work or tasks in each subject.

The Co-Principals moderate the work subject by subject, so each subject is covered once per term, or as necessary. Each child's work is commented on and moderation notes are sent via email to each teacher.

Marking will be visible and in a range of coloured pens – it will include stickers.

Teachers will address presentation as well as content directly targeted by the LI.

Correct presentation should be addressed as part of the ongoing strategy to support children to create their best work and something they can be proud of.

Incorrect spellings are addressed as relevant and included as next steps. Comments should be in the form of a praise sandwich: Praise for what has been achieved, next steps and what the child can do to improve, praise.

In maths, incorrect answers should be denoted with a circle and a box next to it for the child to have another go. Children should not erase the incorrect answer.

Assessment:

Formative

EYFS profiles (Learning Journeys) – contain observations and key pieces of work and evidence to demonstrate each child's personal learning journey. These are compiled by the child's key worker and passed on through the nursery until the end of Reception.

Baseline assessments are made for each child at appropriate stages and this informs the ongoing assessment process.

Year 1: We use marking and moderation as part of the formative assessment strategies. The children's exercise books are part of this process. We also use the Middle Infant Screening Test (MIST) to evaluate the children's phonic skills so support can be targeted. Useful notes are kept by teachers in their Teacher's Planners to aid them in planning.

Year 2 upwards: We use marking as part of the formative assessment strategies. The children's exercise books are part of this process. Useful notes are kept by teachers in their Teacher's Planners to aid them in planning.

Formative assessments are based on professional judgement made within a set of guidelines and in the context of a whole school approach to understanding the progress and developmental needs of the children at any age.

Summative:

We do Reading ages at least twice annually using Star Assessments. These scores are given to parents as soon as they are available. Teachers design informal but targeted assessments at the end of each term to assess the children's knowledge and skills based on the taught curriculum for that term.

End of year assessments are presented more formally to each child after the Half Term of the Summer Term. We use GL Assessments for both English and Mathematics. Scores are collated and standardised against a national average. Results are published to parents in the end of year Summer Term report. We indicate the % achieved in the standardised test as well an indication of where their child is against the national average.

This policy was reviewed in **September 2021** as part of a development of the curriculum at LWS.

Written and reviewed by:

Aaron Williams
Co-Principal

Lucy Meyer
Co-Principal

I have read and understood the contents of this policy. I acknowledge that it forms part of my contract with the school and agree to be monitored and to have my work moderated as part of the ongoing assessment and appraisal process at the school.

Signed:

Date: