



LLOYD WILLIAMSON
FOUNDATION

The Lloyd Williamson Schools Foundation

Planning, Marking and Assessment Policy

Introduction

Good planning, marking and assessment are an integral part of the fabric of LWSF. 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 the pupils to know what they can do, what they need to do to get better, and feel good about the work they are producing – every piece of work needs a clear next step
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 LWSF we plan formally in three stages.

- Long Term: (Curriculum Topic List) 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.
- Medium Term: Written by individual teachers, medium term plans cover the specific skills and knowledge to be covered each term. Plans are developed for each lesson and supported by a learning web where appropriate and possible. 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. Weekly/Daily plans should include specified Learning Intentions (LI) and differentiation where appropriate. There is scope to change and adapt planning as required based on informal and ongoing formative assessments and the professional judgement made by the teachers in response to their lessons. Short term planning will show differentiation and extension work for students who need this.

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 48 hours of a piece of work having been created as this directly informs future planning). When possible, marking should 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. 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. This means you can intervene before they do too much incorrectly.

Marking will be visible and in a range of coloured pens (though not red, navy or black) – 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 – something they can be proud of:

- Mistakes are crossed out ONCE by the children. They should not use erasers after the work is marked, nor should there be several scribbled marks over mistakes. Work should be crossed out neatly.
- Where there are incorrect spellings, teachers should highlight them and print out the correct spelling at the end of the piece of work.
- Comments should be in the form of a praise sandwich: Praise for what has been achieved, next steps, praise e.g.

Well done, Joe; you have written an interesting story with lots of detail and creative ideas.

Next Steps (NS): Remember to put connected ideas into different paragraphs.

A good job today!

- Teachers marking work that contains written content should encourage development of the work with a question that can be answered either verbally or simply written (younger children) or written (older children).
- 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

Early Years

- EYFS Learning Journeys are presented on an online observation platform called TAPESTRY – this contains observations, pictures and videos etc to demonstrate each child's personal progress and next steps. These are compiled by the child's key worker and supervised by the nursery coordinator.
- Baseline assessments are made at specific milestones for each child, and this informs the ongoing assessment process.
- Assessments inform the Play Plans.

Lower and Upper Schools

Year 1 upwards

- We use Learning Intentions (recorded in Teachers Planners) and marking as part of the formative assessment strategies.
- Formative assessments are based on professional judgements made by each teacher.
- Teachers keep notes about informal assessments in their Teacher's Planners to aid them in planning.

Summative

The students complete Star assessments twice a year for language and number skills. These scores are recorded on school reports and AIMS. Teachers design regular informal assessments to assess the children's knowledge and skills based on the taught curriculum for that term.

End of year assessments are presented more formally in the Summer Term. We use GL Assessments for 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.

Reviewed and updated May 2023.
Next review due: July 2025

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