



Studlands Rise First School  
First Steps on the Learning Journey

Approved: September 2017  
Reviewed: January 2019

## Assessment for Learning Policy.

At Studlands Rise we use Assessment for Learning as a means of identifying the achievements of our pupils and of indicating ways to further improve their learning. It informs future planning for groups of children and / or individuals and is used as a tool to raise standards. Assessment for Learning involves active feedback which enables pupils to improve their work as it develops, so children have to be given time to respond to marking and feedback comments. Standards are raised through a consistent approach to Assessment for Learning.

### Aims:

At Studlands Rise we aim to use Assessment for Learning to:

- recognise and celebrate achievement;
- identify ways that all pupils can improve;
- enable teachers to plan effective learning experiences for all pupils;
- involve pupils in the setting of both long and short term targets;
- aid with record keeping;
- aid with reporting to parents;
- support and accelerate pupils learning;
- provide evidence of the child's current attainment.

In addition, teachers continually assess pupils' performance through their observation of children on tasks set, and through the work produced. Assessment for Learning strategies are implemented across the curriculum. These assessment strategies aim to be:

- consistent throughout the school;
- at the centre of all pupils' learning;
- varied in style and purpose: highlight marking; comment only marking; peer and self-assessment; oral feedback;
- purposeful and of use in identifying areas of achievement and development.

### Marking:

At Studlands Rise marking communicates progress made and gives guidance for further improvement and 'next steps' to the pupil. Pupils are given time to respond to teacher comments, and improve their learning. Comments are also used as a tool for praising pupils' achievements.

Through our practice we strive to:

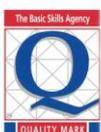
- have a coherent approach to marking, that is easily understood by teachers, pupils and parents;
- raise standards through a consistent approach of positive marking;
- provide a structure that allows children to know what they have done well in their learning and how they could improve it even further.

At Studlands Rise we expect teachers to:

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- mark all learning by acknowledging the child's achievements and efforts;
- link marking to the learning objective which will have been shared with the children at the start of each lesson and referred to during the lesson;
- mark literacy, maths and science learning 'in depth' using highlighters and giving next steps;
- check understanding of all children during the lesson and give detailed verbal feedback to the children working in guided groups, thereby providing an opportunity for children to improve their learning immediately;
- note, with 'TD' in margin, any verbal feedback that is given, e.g. " TD - adjectives" to indicate that the teacher and child have had a conversation about how adjectives can make their writing more interesting, with the expectation that the child will then have added adjectives in;
- give children time to respond to the marking comments made;
- acknowledge the 'improved learning' when the child has responded to the 'next step' comments;
- use a variety of methods to gain the child's view such as peer marking or self- assessment;
- maintain their own records during the school year to inform future planning for individuals and groups of children as well as to contribute to informing all stakeholders of progress.

### Detailed Marking:

- In the core subjects, a sheet will be stuck in with the learning objective and success criteria on it (see appendix).
- Success criteria will be written in a language that children can understand and will not be too heavily scaffolded, eg it might say 'I can use a range of conjunctions,' but would not say 'I can use a range of conjunctions such as 'and,' 'but,' 'because.'" These will be differentiated as necessary.
- Highlighters will be used to support the children in knowing which parts of their learning meet the learning objective/success criteria (green) and which parts require improvement (yellow). A red highlighter is used when children have settled into their classes and teachers have a good overview of their ability, to highlight errors that are made with 'non-negotiable' elements of the curriculum (see appendix).
- Green highlighter – this will be used to highlight areas of learning that meet the success criteria. A comment may be made by the teacher as well.
- Yellow highlighter – this will be used to highlight areas of improvement in order to support the child to meet the success criteria. A next step or comment may also be made by the teacher.
- Red highlighter – one of the marking codes will be used.
- All corrections or improvements will be done in blue pen or pencil.

### Use of Stampers in Marking:

- In line with the colour codes outlined above, stampers will be used in the same colour to give the children feedback:  
green – "You've got it! Well done."  
yellow – "Nearly there - keep trying!"  
red – "Please see me. I can help."

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### Correcting Spellings: (Supported Correction)

- In KS1, the red highlighter will be used to indicate that a child has misspelt a known high frequency word. A yellow highlighter will be used to indicate a misspelling of a common word or a topic related word that was on a word mat or the board. Not all spellings will be corrected as children are encouraged to make phonetically plausible attempts at more complicated words.
- In KS2, children are encouraged to use a dictionary to correct the spelling of 3-4 words per piece of writing. Again, the red highlighter will be used to indicate the misspelling of a known high frequency word, and the yellow highlighter will be used for other common words.

### Moving from Supported to Independent Correcting of Spellings:

- In the Autumn term, highlighters will be used to show children where they have made spelling errors as explained above.
- In the Spring term, spelling errors will not be highlighted, but the teacher will make a comment telling the child how many high frequency words are spelt incorrectly, eg 'There are 6 spelling errors in this writing. Can you find them and correct them?' The child will have time to edit their spellings using a word mat or dictionary as appropriate.
- In the Summer term, the child will be expected to locate and correct their spelling errors following a brief comment such as 'Can you check your spelling.'
- This approach will be adapted dependent on the age and ability of the child.

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**Appendix**  
**Detailed Marking Sheets**

**EYFS**

Date:	L.O.
Context of learning:	
<b>30 – 50 m</b>	<b>40 – 60 m</b>
Characteristics of effective learning: <b>Engaged Motivated Thinking</b>	
Curriculum Links: <b>C&amp;L PD PSED Lit Math UTW EA&amp;D</b>	
Comments:	

**KS1**

Date	L.O.
Context of Learning:	
Success Criteria:	
Pupil voice:  (faces may or may not be used)	
Teacher Comment	Presentation

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## KS2

<i>Date:</i>	<i>L.O.</i>
<i>Context of learning:</i>	
<i>To be successful in today's lesson I need to show that:</i>	
<i>Teacher Comment</i>	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <u>Presentation</u>   </div>
<i>Pupil Voice (Self-Assessment)</i>	<i>The learning super power I have used in today's lesson is:</i>  .....

## Marking Codes

Sp – indicates that spellings need to be checked (only to be used with red highlighter, unless spelling was the focus of the session)

CL – capital letters missing

. – to indicate that the child needs to read through their learning and add full stops as appropriate

, - to indicate that the child needs to read through their learning and add commas as appropriate

“ “ – speech punctuation needs to be added as appropriate

T – check tense

SS – check sentence structure

Power – to use more adventurous vocabulary (or 'power' word)

P – indicate where each new paragraph would start

Detail – add more information/detail to a particular section

DT – to indicate when comments/learning have been discussed with teacher

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### Non Negotiables

*Presentation (This will be added to the marking sheet for every lesson and will be highlighted in either red, yellow or green, dependent on the ability of the child). In maths, expected presentation will include numbers and mathematical operation signs being formed correctly, and the correct layout of one digit or symbol per square in the maths book.*

*Punctuation - the expectations will be displayed in the classroom on a MUST/SHOULD/COULD display (MUST - year group(s) below, SHOULD - current year group, COULD - year group above) Missing or incorrect punctuation will be highlighted in red if it is from the MUST, in yellow if it is from the SHOULD. The colour will be dependent on the ability of the child and how far through the school year we are. (See below for year group expectations).*

*Grammar - the expectations will be displayed in the classroom on a MUST/SHOULD/COULD display (MUST - year group(s) below, SHOULD - current year group, COULD - year group above) Missing or incorrect punctuation will be highlighted in red if it is from the MUST, in yellow if it is from the SHOULD. The colour will be dependent on the ability of the child and how far through the school year we are. (See below for year group expectations).*

*Spellings - From the summer term in Reception, if appropriate, HFW that the children know how to spell will be highlighted in red. Year 1 children will have a 44-sound mat, broken into phases, to support them with their spellings; Year 2 - 4 will have a 44-sound mat to support them with their spellings. In addition, high frequency and common exception word mats should be provided as necessary. Incorrect spellings that are not high frequency words will be highlighted in yellow, but each correct sound will have a tick placed above it, eg*

✓ ✓ ✓ ✓

skool

s \_ \_ ool

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## Punctuation Expectations

### Reception (writing, rather than punctuation)

*Writes own name and other things such as labels and captions*

*Attempts to write a sentence in a meaningful context*

*Writes some simple sentences that can be read by self and others*

### Year 1

*Separates words with spaces*

*Beginning to use capital letters to start a sentence and for proper nouns*

*Beginning to use full stops, question marks or exclamation marks to end a sentence*

### Year 2

*Consistently using capital letters to start a sentence and for proper nouns*

*Consistently using full stops, question marks or exclamation marks to end a sentence*

*Commas to separate items in a list*

*Apostrophes to mark where letters are missing and to mark singular possession in nouns, eg the girl's name*

### Year 3

*Beginning to use inverted commas to punctuate direct speech*

### Year 4

*Use of inverted commas and other punctuation to indicate direct speech*

*Apostrophes to mark plural possession, eg the girls' names*

*Commas after fronted adverbials*

### Year 5

*Brackets, dashes or commas to indicate parenthesis*

*Commas to clarify meaning or avoid ambiguity*

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## Grammar Expectations

### Reception (writing, rather than grammar)

*Writes own name and other things such as labels and captions*

*Attempts to write a sentence in a meaningful context*

*Writes some simple sentences that can be read by self and others*

### Year 1

*Combines words to make sentences*

*Joins words and clauses using 'and'*

### Year 2

*Uses subordination ('when,' 'if,' 'that,' 'because) and coordination ('or,' 'and,' 'but')*

*Expanded noun phrases for description and specification*

*Use a range of statements, questions, exclamations and commands*

*Consistent use of present and past tense in writing*

*Progressive forms of verbs in present and past tense, eg he is drumming or she was shouting*

### Year 3

*Conjunctions to express time, place or cause ('when,' 'before,' 'after,' 'while,' 'so,' 'because')*

*Adverbs to express time, place or cause ('then,' 'next,' 'soon,' 'therefore')*

*Prepositions to express time, place or cause ('before,' 'after,' 'during,' 'in,' 'because of)*

*Present perfect form of verbs instead of simple past, eg 'He has gone out to play' instead of 'He went out to play'*

### Year 4

*Noun phrases extended by the addition of modifying adjectives, nouns and preposition phrases, eg 'The strict maths teacher with curly hair'*

*Fronted adverbials, eg 'later that day, I heard the bad news'*

*Consistent use of pronoun or noun within and across sentences to aid cohesion and avoid repetition*

### Year 5

*Relative clauses beginning with 'who,' 'which,' 'where,' 'when,' 'whose,' 'that,' or an omitted relative pronoun*

*Indicating degrees of possibility using adverbs ('perhaps,' 'surely') or modal verbs ('might,' 'should,' 'will,' 'must')*

*Adverbials of time ('later'), place ('nearby') and number ('secondly') to link ideas across paragraphs*

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