

St Margaret's Preparatory School



Assessment and Record Keeping Policy

Date Policy Reviewed	Policy Reviewed By	Reason/Outcome	Next Review Due
March 2016	Carolyn Moss	Review	March 2017

Our Vision

- We want... every child to love coming to school and to love learning.
- We want... all children to feel secure and cared for.
- We believe... in teaching the whole child and finding exciting ways to enhance their learning experience so that when they leave St. Margaret's, they say what a fantastic school it is in every way.

And this is what we aim to do

- Provide a high quality education, where children can grow in knowledge and understanding.
- Equip all children with appropriate skills, attitudes and values.
- Create an environment where every child can fulfil their potential.
- Encourage every child to benefit from our caring staff and fine facilities.
- Enable every child to communicate with confidence in every situation.
- Treat every child with the highest standards of courtesy, loyalty, honesty and fairness, and expect the same from them in return.

Introduction to Assessment

This policy applies to our whole school and Early Years including the Nursery at St. Margaret's Prep. At St Margaret's Prep, we believe that effective assessment provides information to improve teaching and learning. To do this, we use two main types of assessment:

- Assessment **for** learning (AfL) involves the use of assessment in our classrooms to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this, and how they can achieve it (i.e. to close the gaps in their knowledge). This strategy is an ongoing cycle of review and development.
- Assessment **of** learning involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year or of a key stage. Test results too describe pupil performance.

These two types of assessment activities are considered mutually exclusive in practice. Both are essential in raising standards and are used in all classes within our school.

Objectives

Good assessment practice at St Margaret's Prep:

- raises standards of attainment, and improves pupil attitudes and responses
- enables the active involvement of pupils in their own learning by providing effective feedback, which closes the gap between present performance and future standards required

- promotes pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- builds on secure teacher knowledge of the background of pupils
- guides and supports the teacher as planner, provider and evaluator
- enables the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- draws upon as wide a range of evidence as possible using a variety of assessment activities
- tracks pupil performance and in particular identifies those pupils at risk of underachievement
- provides information which can be used by teachers and the Headmaster as they plan for individual pupils and groups
- provides information which can be used by parents to understand their children's strengths, weaknesses and progress
- provides information which can be used by other interested parties
- provides information which can be used to evaluate our school's performance against its own previous attainment over time and against national standards

Planning for assessment

We plan our lessons with clear learning objectives based upon the teacher's detailed knowledge of each child and in consultation with our subject schemes of work. Specific assessments are planned for. We strive to ensure that all tasks set are appropriate to each child's ability.

Teachers always share the learning objective (L.O.) with the children as the lesson begins. They indicate the way in which the activity is linked to the learning objective and the criteria against which the work will be judged. At the end of each lesson, the L.O. is referred to again in order for the children to judge whether they have been successful. We make notes on children not achieving or going beyond and use this information when planning the next lesson.

A: Assessment for learning

Assessment for Learning (formative assessment) at our school:

- Provides insight into pupils' learning for both pupils and teachers
- Promotes success for all
- Supports the target-setting process
- Enables continuous reflection on what pupils know now and what they need to know next
- Measures what is valued
- Promotes immediate intervention and link judgements to learning intentions

- Raises standards by taking pupils to the 'edges of their capability'

Teachers at St Margaret's will:

- Provide oral and written feedback identifying strengths and the next step for improvement
- Promote pupil involvement in self assessment
- Act on insights gained to inform curricular targets
- Use past records to plan against what children know/can do/understand
- Always make standards and learning objectives explicit to pupils
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
- Engage pupils in rich questioning allowing 'wait' time (time to think)
- Build in time for focused observation of teacher-directed and child-initiated activity

Our pupils will:

- Know what to do to improve and what standards are required
- Know what has been achieved against known success criteria and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Increase their awareness and understanding of their learning style and how they learn best
- Improve their own self-evaluation skills
- Make progress

The SMT in conjunction with Subject Co-ordinators will:

- Ensure responsibilities are clear in relation to assessment activities
- Make arrangements to monitor the progress of individual pupils and pupil groups
- Monitor the quality of teacher assessment
- Keep parents informed and involved
- Use assessment information to inform the school development plan and identify learning and training needs, including taking account of diversity and the promotion of equality

Assessment for Learning: This relies heavily on talk.

Assessment Methods	Teaching Methods	Evidenced by
Observation Discussion about work in progress Questioning to prompt new thinking Feedback to; <ul style="list-style-type: none"> • specify attainment • identify difficulties • specify improvement • construct achievement • constructing a shared way forward • identify curricular targets 	Sharing learning intentions/objectives Explaining Questioning Modelling, Scaffolding, Demonstrating Differentiation Independent working Exemplification of standards Shared criteria for next step Shared involvement in and construction of activity Guided tasks Collaborative working and partnerships Rich descriptions of learning Qualitative recording Routines for pupil self evaluation	Reflection Drafting Profiling Revisiting Revising Exploration Editing Interaction and collaboration Talk Pupils' designing own tasks Pupils' self evaluation Pupils' improved self-esteem

B: Assessment of learning

Assessment of learning (summative assessment) at our school:

- Provides a summary judgement about what has been learned at a specific point in time
- Establishes benchmarks about what children can do and about our school's performance
- Shows what pupils can do without support
- Informs the target setting process
- Promotes subsequent interventions

Teachers at St Margaret's will:

- Provide a periodic summary through teacher assessment and tests
- Identify gaps in pupils' knowledge and understanding
- Identify weaknesses in the taught curriculum and in specific areas of learning
- Analyse performance and use this to guide future planning
- Implement strategies to accelerate progress to meet school expectations
- Mark and measure against scores and levels

Our pupils will:

- Be able to gauge their own performance in comparison to others and previous performances
- Be able to measure their own performance against agreed criteria and standards
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required

The SMT in conjunction with Subject Co-ordinators will:

- Ensure responsibilities are clear in relation to assessment so that there is compliance with our curriculum requirements and with assessment arrangements
- Monitor the delivered curriculum
- Provide, use and analyse data to enable accountability and raise attainment
- Keep parents informed and involved
- Use assessment information to inform the school development plan and identify learning and training needs
- Monitor the impact of the planned curriculum and compare performance across different subjects
- Analyse data to identify groups at risk and to focus intervention on underachieving groups

Assessment of Learning: This may be written, recorded or performed.

Assessment Methods	Teaching methods	Evidenced by
Parental input Topic Testing Explicit test focus Marking Time limited tasks Closed tasks Formulated tasks Standardised Assessments	Preparation and rehearsals Drilling Questioning Practice opportunities Routine testing Revision Test techniques Timed activities Independent working Undifferentiated task Tiered task/tests Quantitative recording	Finished product Pupil's own work, including speaking and listening (ie assessment of oral competence) Photographs

Nursery Assessment - Progress check at aged two

In the Nursery, staff will review the children's progress aged between two and three, and provide and discuss with parents and/or carers a short written summary of their child's development in the prime areas which can be used to support learning at home. This progress check will identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, the staff will develop a targeted plan to support the child's future learning and development involving other professionals (for example, the provider's Special Educational Needs Co-ordinator) as appropriate. It will also describe the activities and strategies the school intends to adopt to address any issues or concerns.

If a child moves settings between the ages of two and three, the staff will liaise with the other setting to ensure the progress check is undertaken by the setting where the child has spent most time.

The Staff will encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor, and/or a teacher (if a child moves to school-based provision at age three). Practitioners will agree with parents and/or carers when will be the most useful point to provide a summary. The staff will work with parents so it can be provided in time to inform the Healthy Child Programme health and development review at age two whenever possible (when health visitors gather information on a child's health and development, allowing them to identify any developmental delay and any particular support from which they think the child/family might benefit). Taking account of information from the progress check (which reflects ongoing, regular observation of children's development) should help ensure that health visitors can identify children's needs accurately and fully at the health review. The staff must have the consent of parents and/or carers to share information directly with other relevant professionals, if they consider this would be helpful (adapted from EYFS 2014).

At the end of the Early Years Foundation Stage Assessments (adapted from EYFS 2014)

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile will be completed for each child including those with special educational needs or disabilities by the teacher. The Profile will provide parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile will reflect: ongoing observation; all relevant records held by the setting; discussions

with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development will be assessed against the early learning goals. The teachers will indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

Year 1 teachers will be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning; playing and exploring, active learning and creating and thinking critically. These will inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

The School will share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the teacher who completed it.

If a child moves to a new school during the academic year, we will send our assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request. If a child moves during the summer term, we will liaise with the relevant providers to which of them will complete the Profile.

We will report EYFS Profile results to our local authority, upon their request. We will permit the local authority to enter our premises to observe the completion of the EYFS Profile, and permit the local authority to examine and take copies of documents and other articles relating to the Profile and assessment. The teachers in the EYFS department will take part in all reasonable moderation activities specified by their local authority and provide the local authority with such information relating to the EYFS Profile and assessment as they may reasonably request.

St Margaret's Assessment Schedule

TERM	YR GROUP	ASSESSMENT ACTIVITY	RECORDED BY
Autumn	Whole school	Assessment for Learning – monitor progression as individuals	Subject teacher in mark book/on planning
	Whole school	Baseline assessment – use of past records to assess what each child knows/can do as they enter the year	Subject teacher in mark book
	Rec – Y6	Analysis of assessment data	SLT
	Whole School	Pupil assessment info to Form Teachers prior to Parents Evenings	Subject teacher on progress checks
	Rec to Y5	Parent consultation evenings	Form teachers
	Y6	Parent consultation evening	All subject teachers
	Rec	Parent interviews to inform Foundation Stage Profile	Form teachers
	EY	Progress check for children aged between 2 and 3 years	Key Workers in EYFS
	Whole School	Discuss target setting (use of test and data to set targets for end of year including P level for SEN)	Subject teacher on Pupil Asset
	Whole School	Moderation exercises, such as Creative Writing	Subject Co-ordinator in file and subject teachers
	Y2-Y6	NGRT – Reading Test	Subject Teachers on Pupil Asset
	Y4 & Y6	CAT4	Subject Teachers on Pupil Asset
	Whole School	Update pupil data in Pupil Asset of progress in Maths and English each half term	Subject teacher in mark books and in Pupil Asset.
	Whole School	Identification and monitoring of pupils for interventions both G&T and SEN	Subject teacher, Head of Departments and SENCO
Spring	Whole School	Assessment for Learning – monitor progression as individuals	Subject teacher in mark book/on planning
	Whole School	Pupil assessment reviews prior to Parents' Evenings	Subject teachers
	Whole School	Parent consultation evenings	Form teachers in N-Y3 and Y6, subject teachers in Y4-5
	Rec	Parent interviews to support Foundation Stage profile	Form teacher
	Whole School	Moderation exercise (core subject)	Subject Co-ordinator in file and subject teachers
	Whole School	Update pupil tracking following assessment of progress in core subjects via Pupil Asset	Subject teacher in mark books and on tracking spreadsheet.
	Whole School	Identification and monitoring of pupils for interventions both G&T and SEN also via Pupil Asset	Whole School
	Whole school	Assessment for Learning – monitor progression as individuals	Subject teacher in mark book/on planning
Summer	Y3,4,5	Optional Y6 Key Stage SATS papers Science (under review)	Subject teachers on Pupil Asset
	Y1-6	SWST Spelling tests (under review)	Subject teachers on Pupil Asset
	Y3-6	Internal assessment papers for Science (Y3-5)	Subject teachers on exam record sheet
	Y2 & Y6	Progress Test in Maths, Progress Test in English (under review)	Subject teachers on Pupil Asset
	Whole School	Moderation (core subject)	Subject Co-ordinator in file and subject teachers
	Whole School	Update pupil tracking on Pupil Asset	Subject Co-ordinators
	Whole School	Identification and monitoring of pupils for interventions	Whole School
	Rec	Foundation Stage Profile	Reception Form teachers
	Whole School	Annual Reports to Parents	Subject teachers and Form teachers
	Whole School	Internal transfer of assessment information (handover meetings)	Subject teachers and Form teachers
	Whole School	End of year information stored on Class Database in file for individual pupil.	Subject teachers
	Rec – Y6	Analysis of assessment data	Subject Co-ordinators, Deputy Head, SLT

Record Keeping

Record Keeping should be an effective and efficient means of promoting and monitoring pupil progress. It should support the teacher and teaching assistant to

1. identify learning needs
2. support summative judgements.

At St Margaret's Prep we use the following methods of record keeping to support assessment for learning and assessment of learning.

Assessment for Learning	Assessment of Learning
<p>Focused observations of learning including Teacher Initiated Play and Child Initiated Play in the Foundation Stage</p> <p>Pupil Target Sheets</p> <p>Written and verbal feedback to pupils</p> <p>Teacher annotations on planning, both medium and short term plans</p> <p>Interactive displays focusing on learning progress or skills</p> <p>Pupil self-assessment and peer assessment, e.g. response partners, talk partners, pupil-pupil feedback, traffic lights, thumbs etc.</p>	<p>2 year old check in EYFS</p> <p>Foundation Stage Profile</p> <p>Samples of work</p> <p>Progress Checks Y3-6</p> <p>Test results</p> <p>Pupil Asset</p> <p>Reading records</p> <p>Marked and moderated creative writing, stored electronically.</p> <p>Maths & English – National Curriculum Multi-Ticks and DNA Ticks</p> <p>School moderation exercises</p> <p>Annual Reports to Parents including pupil's own comment</p> <p>Reports for next schools, scholarships etc.</p> <p>Provision mapping and planning including records of interventions used with pupils</p> <p>Any additional records found useful by teacher or teaching assistant</p>

Teachers may access many formats for record keeping on the school's network and the use of ICT is encouraged where this is an effective and efficient means of supporting assessment and sharing information within the school.

Children's records must not be transmitted via e-mail.

Nursery, Transition and Reception complete records for the Foundation Stage Profile. If some children complete this in Reception, then a KS1 record may be started. From Year 1 onwards, individual records are kept for most subjects.

Reporting to parents

Parents of children from Reception to Y5 are invited to attend a Parents' Evening with Form Teachers in the Autumn (for which subject teachers will complete a Progress Check). Y6 parents will meet all teachers of their children in the Autumn term for their Parents Evening. In the Spring, N-Y3 and Y6 have another Parents' Evening with Form Teachers and Y4-5 with all subject teachers present. At each meeting staff discuss progress and targets for their child.

Prep Department Progress Checks

Subject teachers complete a class progress check to submit to the Form Teacher in time for the first parents' evening. Form teachers use this information to build an overview of each child to report to parents as to how the children have settled into the class/term.

Individual progress checks are sent to parents of children in Years Three to Five, at the end of the Autumn term, and for Year Six at the end of the Spring Term. They state each individual child's progress in effort and attainment of each subject and all achievements, including merits earned, teams, choirs etc. as well as a general comment from the Form Teacher. The Form Teacher will complete the comment box which can be used for explaining any unsatisfactory grades, targets for the next term, areas for improvement as well as notable achievements for the term.

End of Year Reports

In the Summer term, all subject teachers will prepare a detailed report, on each child, of the progress he/she has made over the past academic year. The report should include progress made and levels achieved in each subject following school guidelines. The report should also include a comment by the child of what they feel they have achieved and what they feel they need to improve. The report will be typed with the teacher's comments handwritten in black ink and signed. A photocopy is placed in the yellow folder or held in the appropriate folder for each child on the computer system.

Most parents want to know:

- How their child is performing in relation to their potential and past achievements.
- Their child's strengths and any particular achievements
- Areas for development and improvement
- How they can help
- Whether their child is happy, settled and behaving well

Guidelines for report writing

- Reports should be written for parents in a clear, meaningful and straightforward way.
- Reports should be personal to the child and should concentrate on what the child has or has not learnt rather than what has been taught.
- It should indicate what standards the child has achieved.
- Areas for improvement should be clearly identified
- Always use the child's correct name in the box at the top e.g. Edward not Eddie

- Use the child's name within the first sentence e.g. Eddie has made or I have been pleased with Edward's Use the name you use in class.
- Always write in full sentences rather than phrases
- Start with a positive and encouraging sentence, even if the rest is fairly critical
- When there are adverse things to be said, please make constructive comments giving helpful advice as to how improvements can be made
- Bad spelling, poor grammar, incorrect punctuation, etc will not be accepted so please check reports thoroughly before handing them in.
- In the general comments, please remark on behaviour, helpfulness, relationship with peers and extra activities as well as drawing the whole report together.

Effort Grades

- A Pupil is highly motivated and always works to the very best of his/her ability to complete all tasks. Homework is always punctual. Presentation and preparation of work is consistently of a very high standard. Behaviour and participation in class is exemplary.
- B Pupil is well motivated and generally works to the best of his/her ability to complete a task. Homework is generally punctual. Presentation and preparation of work is usually of a high standard. Behaviour and participation in class is pleasing.
- C Pupil has the capacity to work independently but there is some reliance on external motivation. Has produced some work to the best of his/her ability. Homework is mostly punctual. Presentation and preparation of work is generally satisfactory. Behaviour and participation in class is acceptable.
- D Pupil is dependent on external motivation to produce his/her best work. Homework is not generally punctual. Presentation and preparation of work is less than satisfactory, as is behaviour and participation in class.
- E Pupil is highly dependent on external motivation to produce work of a good standard. When given individual attention, he/she has not responded in a positive way to produce work that reflects true ability. Homework is often late. Presentation and preparation of work shows a lack of care. There is a lack of positive participation with poor behaviour and concentration in class on a number of occasions.

Attainment Grades (under review for Summer 2016)

Attainment is measured from A* to E in reading, writing, maths and Y6 Science. For Y3-5 Science, the results will be broken down into 3 bands A-C to show lower, secure and upper attainment, A being upper attainment, B secure and C lower level.

PASSING ON RECORDS TO THE NEXT TEACHER

To ensure continuity and to inform planning, target setting and expectations, the following **must be passed on to the next teacher during transfer week at the end of the summer term:**

1. The child's updated personal profile
2. A copy of the class results from any exams or tests
3. Reading records
4. A copy of the progress checks
5. A copy of each child's targets from reports
6. Information on any Ed Psych reports or screenings
7. Any IEPs
8. Class groupings for spellings, Maths, VR and English
9. All staff have access to Pupil Asset where assessment records are held centrally

N.B. Nursery to Reception pass on the EYFS profiles and Learning Journey books.

Special Educational Needs

All assessment should reflect the school policy on SEN. Any children experiencing difficulty in making progress with, or achieving well above our expectations will be referred to the SEN Co-ordinator or G & T Co-ordinator. All children receiving support for a specific need will have an IEP, monitored by the Co-ordinator. IEPs are reviewed regularly, to enable pupils to progress.

Identified Gifted and Talented children will be given extension activities within subjects and be encouraged to take up extra-curricular opportunities such as the 'Very Able Pupil Programmes' in Science, ICT, Spanish, French, Music, Art and DT. We also take part in maths competitions and in a wide range of sporting competitions both within our region and nationally. Children are also encouraged to join clubs outside school and we have many links to a variety of these.

Monitoring

Assessment tasks, test results, teacher assessments and the tests themselves will be monitored by Subject Co-ordinators initially and by the SLT. This policy will be updated annually as we seek to continually improve our assessment and record keeping.

Portfolios

The school is beginning to build up portfolios of work for the core subjects. Portfolios will be used to illustrate school judgements of National Curriculum/EYFS attainment. They will contain evidence of work collected from all classes from Reception to Year 6, reflecting work from 3 ability bands within a year group. They will also be used as a tool to reflect on continuity and progression within school.

Moderation

Moderation in core subjects will be taking place each term run by the Subject Co-ordinators. When making judgements about children's work, teachers will moderate and work together in year groups and key stages to ensure that the levels awarded are accurate.

Target Setting

Analysis of assessment data is made by subject coordinators and the Senior Management Team. During school planning by the SMT, specific focus groups are highlighted and special consideration is made about how to deploy support staff. Target setting has been developed to ascertain whether the children are 'on track' to achieve expectations. In English, we encourage the children to set targets themselves with the teacher, linked to their individual work, which is also often taken across the curriculum. Teachers review these with the children on a regular basis.

We make the first entry in mark books the child's reading and spelling ages, as well as the last level achieved for English whatever the subject we are teaching so that we understand the stage the child is at and set realistic tasks for them.

Appendix 1

Guidance for teachers on exam procedures

At St. Margaret's School we believe that exams should be a positive experience for every child. Children should see exams as a way of measuring their own progress and give an indication of targets to aid their progress.

No child should be asked to take part in an exam that is beyond their capability. The Deputy Head and SEN Co-ordinator will make the decision regarding suitability of exams for children, after discussion with special needs teachers and class or subject teachers. Teachers will be notified of the decisions before exam week commences.

Some children are allowed extra time to complete tests. Some children are allowed readers and scribes for curriculum subjects except English. Scribes for the writing exams are only allowed if there is a physical condition such as dyspraxia, broken arm etc, or children who use a word processor for their written work in class. Children suffering from learning difficulties such as dyslexia, ADHD etc. are not allowed a scribe.

Timetables showing allocations will be given to teachers before commencement of exams. These timetables should be adhered to in order that rooms are available for specific children if necessary. Any problems with the timetable should be reported to the Deputy Head a week before exams take place.

It is the responsibility of subject teachers to mark all their own class exam papers and to report results to the Form Teachers and Subject Co-ordinators as soon as possible. Moderation of creative writing is completed by the English Co-ordinator. Subject Co-ordinators monitor results and progress in their subjects, setting curricular targets where necessary. Completed class results sheets are placed on the system as soon as possible and records updated on Pupil Asset. Any second marking of papers deemed necessary will be undertaken by the SMT.

Marking policy

Introduction

Marking of children's work is a fundamental part of the process of teaching and learning at St. Margaret's and is an important part of the assessment process. Marking demonstrates a respect for the work produced, gives feedback and indicates the ways in which the individual child can improve. Our marking will also encourage the child to look at errors in a positive manner. This is in line with the school's positive approach to self-assessment.

Aims and purposes

Effective marking:

- aims to help children learn, not to find fault.
- supports understanding of how to improve current performance through well focused, diagnostic comments, which are constructive, realistic and where possible positive.
- focuses mainly on the success of meeting the learning objective, encouraging self-assessment and self-correction.
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time (which will vary according to age and ability).
- demonstrates the value and respect due to children's efforts and provides an indication to parents about their child's progress.

Implementation

- Work will usually be marked in green pen using a tick.
- To show a mistake, the word, part of the word, omission or spelling etc., will be underlined.
- A spelling error to be corrected will be indicated with *sp* in the margin, at the end of the work.
- Any corrections to be done will be indicated with a C
- Teachers will usually indicate progress towards any short term targets using a T.
- Marking will be handed back quickly to encourage discussion of work and focus on targets.
- Children will sometimes be encouraged to mark their own/group work.
- Self-assessment has an important role in our practices.
- Supply teachers should mark all set work and return it to the class teacher.
- House points are awarded to recognise achievement, effort and the completion of targets, not only in class work but also in other aspects of school life. These are shown on work as a star *

The audience for children's work will be widened in order to demonstrate the value given to it. For example, reading and sharing work in the class, group, or with other classes; displaying work in all parts of the school, photographic recording or sharing work with the wider community. The teacher's professional judgement is the key factor in all assessment. Therefore, marking will often be judgmental and selective as to the amount and type of errors indicated in any single piece of work, in order to foster positive attitudes in our children.

In these ways, marking will contribute to the raising of self-confidence and self-esteem for all.

Monitoring

Marking will be monitored by Co-ordinators and the SMT through discussion and work scrutiny.