



Effective Marking and Feedback Care Policy

Version Number	V3
Date Adopted by Governors	October 2024
Scheduled Review Date	January 2025
Statutory or Best Practice Policy	Best Practice
School or Trust Policy	School

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Purpose of the policy

The main purpose of this policy is to develop effective, efficient, consistent methods through which a child's progress is monitored and used to inform decisions about future curriculum developments for that child. Effective recording systems throughout the school will be an aid to consistency and continuity. Reports, based on records, will give accurate and meaningful information. The policy will also ensure that statutory requirements are fulfilled.

Assessment Principles and Practice:

1. Assessment is at the heart of teaching and learning.
2. Assessment provides evidence to guide teaching and learning.
3. Assessment provides the opportunity for children to demonstrate and review their progress.
4. Assessment is fair and is inclusive of all abilities.
5. Assessment outcomes are conveyed in an open, honest and transparent way to assist children with their learning.
6. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
7. Assessment places achievement in context against nationally standardised criteria and expected standards.
8. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
9. Assessment objectives set high expectations for learners.
10. Assessment is appropriate.
11. Assessment should draw on a wide range of evidence to provide a complete picture of children's achievement.
12. Assessment should demand no more procedures or records than are practically required to allow children, their parents and teachers to plan future learning.
13. Assessment is consistent.
14. The results are readily understandable by third parties.
15. A school's results are capable of comparison with other schools, both locally and nationally.
16. Assessment outcomes provide meaningful and understandable information for:
 - A. children in developing their learning
 - B. parents in supporting children with their learning
 - C. teachers in planning teaching and learning
 - D. school leaders and governors in planning and allocating resources
 - E. government and agents of government.
17. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.



Our approach to assessment

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress. All staff are regularly trained in our approach to assessment.

Our method of assessment

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and children plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools and using external tests and assessments, we compare our performance with that of other schools.
- We assess children against assessment criteria, known as Key Performance Indicators, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.
- Assessment criteria are derived from the school curriculum, which is composed of the EYFS and National Curriculum and organised into a thematic approach across EYFS, Key Stage 1 and Key Stage 2.
- Each pupil is assessed as either Working Towards (WT), Expected (EX) or Greater Depth (GD) each term to indicate whether at this point in the academic year, the pupil is on track, above or below. Progress is measured by monitoring whether the pupil maintains their attainment level, falls back or accelerates forward.
- Assessment judgements will be recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements will be moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid.

Our use of assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their children and classes.
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that children identified as vulnerable or at particular risk in this school are making appropriate progress and that all children are suitably stretched.
- The information from assessment is communicated to parents and children on a termly basis through parents meetings and an annual summative report.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

Reporting

- Full written reports are given to parents annually.
- Teachers are available to report orally to parents in the autumn and summer term.
- Reporting to parents will be clear, succinct and informative.
- To ensure that statutory requirements are fulfilled. Records will detail Teacher Assessments [TA] and the results of ELGs, SATs/Optional Testing.



Feedback (detail)

a. Learning outcomes.

'Evaluation and next steps' are acted on at the point of learning. The outcome of which will inform future planning and subsequent lessons.

b. Maintenance.

Records of assessments will be regularly updated using Gradebooks termly. The headteacher and the SLT scrutinise and collate the school's strength and areas for development and address accordingly. These records are a prime source of evidence of achievement and an important aid in accountability.

c. Continuity and progression.

Records should be meaningful, relevant and diagnostic. They should inform future teaching and learning, raise achievement and motivation. End of year assessment records are passed on from one year to another, during transition meetings and when children transfer to another school.

Monitoring and Evaluation

This policy will be regularly monitored and evaluated against the following criteria:

- A variety of assessment strategies will be used.
- Methods are being developed to ensure consistency of Teacher Assessment.
- Records are accurate and systematic.
- Records are used to inform future plans and are passed on to subsequent teachers.
- Agreed reporting methods are being used.
- The policy is used by staff in practice.
- The policy is reflected in all subject areas.
- Evidence from the results of assessments is used as performance indicators.
- Statutory requirements in assessment, reporting and reporting are adhered to.



Appendix (i) Assessment strategies.

Assessment of learning

Core subjects:

- Assessment is undertaken each term – pupil outcomes are judged against the EYFS Framework or national curriculum objectives depending on the year group.
- Writing Assessments are based on unaided pieces of writing and on-going teacher assessment based on a range of evidence gathered during the year. Assessments are informed by Babcock Writing Assessment statements and the Teacher Assessment Frameworks in Year 2 and 6.
- RWI results are used to support teacher judgements in reading assessments.

Foundation subjects and Science:

On-going TA during lessons and at the end of each unit is used to ensure that children are meeting the age related expectations detailed in the national curriculum.

Assessment for Learning and Feedback

"Feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; 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 Wiliam, Embedded Formative Assessment

Research shows that feedback is a powerful tool in the classroom and is an essential part of the learning and teaching experience.

At Sky Primary and Eden Project Nursery we believe that feedback should be a dialogue between children and their teachers/ teaching assistants in order to both acknowledge achievement and effort and to identify and act on areas that will move learning forward. Feedback should be an integral part of the planning and teaching process and should be the driver for the content and pace of subsequent teaching. Feedback should also be undertaken in such a way that it encourages pupils to become reflective, resilient and responsible learners who are able to review, edit and redraft their work independently.

- *Success Criteria* – Children can use agreed and co-constructed success criteria or toolkits to assess their learning against; either during a lesson, at the end of a lesson or at the end of a unit of work. Sometimes, Success Criteria will be in the style of 'Things to include'.
- *Peer Assessment* - children may be invited to peer assess. This may include checking of work before handing it in.
- *Adults model* – staff will annotate/edit plans and speak to children as and when appropriate demonstrating the writer's ideas and editing approach
- *Observation* – Observation is a tool which should be used continually by the teacher. Observations can be planned for and have a particular assessment focus or they may be an incidental observation made by the class teacher or teaching assistant.
- *Discussion/Questioning* – Discussion and questioning are an integral part of our Oracy approach and are closely linked to the personal and social development of a child. For example, teachers will value opportunities for children to report back to the class about their work, to explain to others what they are doing, to take their turn in discussion and be able to ask questions. The discussions will be at individual or group level to provide a variety of opportunities, which is important to both teacher and child. Teachers should use a range of questioning techniques.

Appendix (ii) Responding to children's work guidance

Through book looks and feedback staff should seek to identify strengths and achievements and difficulties to inform assessment and planning.

Aims

- To aid future planning.
- To improve motivation and self-esteem.
- To provide additional opportunities for self-evaluation.
- To correct and assess.
- To evaluate teaching effectiveness.
- To extend and challenge.
- To model expectations.

Objectives

- Children will be able to explain what teacher's marks mean.
- Children can comment confidently on their own work.
- Children can reflect on their own progress.
- Teachers will use assessment derived from marking to inform future planning.
- Objectives will be clearly stated at the beginning of the work.
- Objectives will be highlighted green when achieved (Green to go).
- Objectives will be highlighted pink when not achievement (Pink to think) and the child will work with the teacher/ teaching assistant to work on their next steps.

All staff and pupils will be aware of marking practices and codes. These should be displayed and referred to in all classrooms and are detailed below:

Appendix (iii) Minor Corrections

What constitutes a 'minor correction'

- An error that is otherwise used correctly throughout the work or in previous pieces – e.g. correct use of punctuation such as speech marks, question marks, full stops etc. but one or two have been missed.
- A transcription error – e.g. a capital letter in the wrong place, reversed number, 't' not crossed etc.
- An incorrect answer amongst a range of correct answers that demonstrate the child has understood a concept – e.g. a calculation error, missing unit of measure from an answer etc.
- An odd spelling mistake that should be within the child's expected realm of spelling capability – e.g. high frequency words, the appropriate homophone etc.

Simple rule of thumb: A child should see a minor correction and think, *"Oh yes, I missed that"* rather than, *"Oh, I didn't know that"*














NOTE: Where many minor corrections are needed when checking a pupil's work, teachers should give careful consideration to the use of the green pen. Many minor errors may indicate that the child is not working with due care and attention and feedback may be required to discuss this. It may also indicate that the pupil was not given adequate time to check and edit their work before handing it in for assessment.

NB: Pupils should always be given adequate editing time to self or peer check their work to limit the number of errors made and corrections needed. This is done in purple polishing pen. This ensures they hand in their very best, leaving teachers to focus on assessing learning rather than correcting mistakes.

Non negotiables

- Zero tolerance of doodling or defacing of any part of pupil books.
- Number work will adhere to the 'one digit per square' rule.
- The date and title will be displayed for each objective (written and underlined in KS2).
- Rubbers will be used by teacher/ teaching assistants when appropriate.
- Any mistakes made by the children will have one line through them.
- Purple polishing pens will be used for editing and improving when appropriate.

Marking Code

	With support
	Hand over hand
	Praise- what went well
	Next steps- what needs to be practised
	Missing word
	Spellings (underline error) child to write 3x
	Capital letter
	Finger space
	Full stop
	Handwriting
	Number formation
	Letters on the line
	New paragraph