Effective Marking and Feedback Care Policy

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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 chidlren 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.

Recording (detail)
  a.   **Learning outcomes.**
'Evaluation and next steps' are recorded on the Daily Assessment Grid, where relevant. The outcome of which will inform future planning and

subsequent lessons. The Daily Assessment Grid Sheet will be used to identify pupils who require support or challenge noted during the marking of pupil books and/or daily assessment.

b.   Maintenance.

Records of summative assessments will be regularly updated. Teacher Assessment summative data is submitted once every term into OTrack. Teachers
assess formatively against objectives in OTrack on an ongoing basis and these provide evidence towards the summative judgement, along with test scores. The results of PIRA / PUMA tests are submitted each term as well as accelerated reader star tests and RWI results. 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.

Submission dates for TA and end of term tests will be clearly stated, in advance, on the termly calendar.

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:
- One summative assessment is undertaken each term; teacher assessment and formal tests are used – pupil outcomes are judged against the national curriculum objectives.
- 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.
- PIRA tests and Accelerated Reader results from Star Tests and RWI results are used to support teacher judgements in reading assessments.
- PUMA tests are used to support teacher judgements in maths 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. These are recorded on year group subject tracking grids indicating if pupils in the class as a
whole have achieved outcomes, exceeded or are below age related outcomes.

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/TA's 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.

- Self-Assessment - All children will have opportunities to assess their own attainment and achievement through a variety of methods including:
- Draw a face to show assessment- smiley/happy being a secure understanding, Straight face being some understanding but still some support/input required and wobbly line being concept/idea not understood.

	LO not understood and child needs help.
	LO partially understood but further practice needed.
	LO has been securely achieved and understood.

	☺	

- *Editing Time* - Self-Assessment is also used at the end of lessons to give pupils time to 'check' their work for sense and accuracy before handing it in, this supports the development of independent learning and improvement skills.
- *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'. This may also reference the 'Always Toolkit' for writing.
- *Peer Assessment* - children may be invited to peer assess. This may include checking of work before handing in.
- *Daily annotations* – The Daily Assessment Grid is used to record pupil outcomes each day and next steps are planned for subsequent lessons.
- *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 TA.
- *Discussion/Questioning* – Discussion and questioning are an integral part of classroom activity 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.
- *Guided Group Feedback* – Pupils working in guided groups with adults will receive instant verbal feedback linked to their current learning and will engage in dialogue that ensures learning objectives are addressed and progress against them is made. This is especially important and is used regularly in EYFS classrooms.
- *'In the Moment' Feedback* – teachers and TAs will give feedback throughout the lesson, enabling the pupils to review, adapt or edit their work at that moment, helping to address misconceptions and improve subsequent learning.

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.

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:

When a child works with an adult as part of a guided session:

- GW is recorded at the top of the child's work – this indicates that the child has worked with an adult and has received instant and integrated feedback during the lesson.
- When working in guided groups with pupils, teachers may find it useful to annotate pupils work using pink and green pen during the session. Annotations should reflect the intervention and may take the form of modelling, prompting, correcting etc.

When a child works independently of an adult:

- If no code is used this indicates that a child has worked independently of an adult (they may have worked alone, with a partner or as art of a group).
- All independent work is checked by the class teacher, acknowledged and stickers/dojos may be used for rewards where appropriate.
- Where the pupil outcome is 'as expected', a pink smiley face is used to indicate this.

- Where the pupil outcome is 'as expected' but there are 'minor corrections' required or the pupil has achieved some of the objective but isn't quite secure, a green straight face is used to indicate this and corrections are addressed by the teacher using a green pen (See appendix iii for definition of 'minor corrections').

- When the pupil outcome is 'not as expected', a green wobbly face is used to indicate this and the teacher will make a note of their planned next steps for the child on the Daily Assesment Grid. Next steps will include a wide range of strategies including verbal feedback, change of teaching group, intervention, further teaching, further challenge, support of an adult or resource for the next lesson etc. This need not be recorded in detail, the DAG is to be used by teachers as an aide memoir.

- To acknowledge effort a child has put in a ☆ will be used.
- When a teacher or TA is impressed or exceeded with aspects of the work these will be underlined in pink to ensure positive reinforcement is maintained.

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
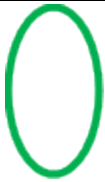
· Zero tolerance of doodling or defacing of any part of pupil books. (Sent to SLT if done)
· Pencil will always be used for all mathematics work.
· Pencil will be used by years R to 2 for everything else.
· From Year 2, children can work towards gaining a pen license when they are able to join handwriting neatly and fluently.
· Number work will adhere to the 'one digit per square' rule.
· The date and title will be written in most cases. This should be underlined using a ruler.
· Felt pens / wax crayons will not be used in children's books.

Marking Code for identifying areas of success and for improvement

Symbol	Purpose
	To show that the child has not understood and needs help.
	To show that the child has partially understood but further practice needed.
	To show that the child has met expectations.

Marking code for marking written work and for pupil editing

	Spelling correction
	Missing punctuation
∧	Omission (words or letters)
//	New paragraph needed
Underline in pink/green	Identifying positive work/error

Marking Code for identifying level of support and success against LO

Symbol	Purpose
GW G	Work has been completed as part of a guided session with teacher

Children's Self-Assessment Codes

Symbol	Purpose
😟	LO not understood and child needs help.
😐	LO partially understood but further practice needed.
🙂	LO has been securely achieved and understood.

EYFS and KS1 may use these stamps to help remind children about next steps or to provide feedback after discussing this verbally with them:

finger spaces

listen for sounds

oops! spelling mistake

full stops

pencil grip

dog handwriting (ascenders/ descenders)

Aa upper/lower case letters

target reached

look carefully

letter formation

great ideas

capital I