Assessment, Marking and Feedback Policy

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Assessment, Marking and Feedback Policy

Statement of Intent
Consistent assessment and feedback is an integral part of the high quality teaching and learning so that all of our children **know**, **experience**, **remember** and **do** more.
Assessments are used by teachers to inform their teaching and ensure that misconceptions are identified and addressed, as well as ensuring following lessons are progressive and relevant. Formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

Aims

We will ensure that all children are assessed, receive feedback or their work marked in such a way that it will:

- lead to improvements in learning;
- develop self-confidence and self-esteem;
- develop independence and self-improvement;
- provide opportunities for self and peer assessment.

Purpose
Purposeful assessment is at the heart of all highly effective teaching and learning.
We use multiple assessment methods to provide rapid formative interpretations and make adjustments to teaching to improve learning.
Well planned and carefully designed assessments, including practice tests and quizzes, are also used to increase long-term memory as children 'practice retrieving things from memory (retrieval practice)'
The purposes of assessment are:

- **assessment of learning** – summative/evaluative, providing a snapshot of each child's achievement – these can be reported to parents and allowing the school / teachers to evaluate how effective their teaching is;
- **assessment for learning** – formative/diagnostic, providing information for the teacher to plan the next steps in the children's learning and about individual children's strengths and weaknesses;
- **assessment as learning** – informative/retrieval, to inform the children to enable them to develop their learning and to practice retrieving learning to increase long term memory.

Specific learning intentions (WALT) and assessment opportunities are identified in medium term plans, using the school's progression documents. All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

Targets, Testing, Teacher Assessments and Tracking
Test results and teacher assessments are entered into the school's assessment target setting and tracking system FFT Aspire. All assessments in FFT are converted to a scaled score which enables teachers to track a child's results against their targets and to easily compare different assessments types. Test results are used to support and inform the teacher's own assessment of the child.
From Year 1 we use formal assessment materials to help inform teacher assessment in Reading and Maths.

- Reading, we use NTS Rising Stars test papers.
- Maths, we use NTS Rising Stars test papers.
- GPS, we use GAPS Rising Stars test papers in KS2.

These tests and teacher assessments are completed at the end of the Autumn Term, Spring Term and Summer Term.

At the start of Reception (Reception Baseline) and the end Year 1 (Phonics Screening Check), Year 2 (Reading and Maths), Year 4 (Multiplication Tables Check) and Year 6 (Reading, Maths and Grammar Punctuation and Spelling) children will complete national tests.
Some children who are not following subject specific study may be assessed on small steps of progress as part of the engagement model.

Marking and Feedback
It is important to provide constructive feedback to children, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and their next step in learning. All members of staff are expected to be familiar with the policy and to apply it consistently.
Highly effective feedback should:

- 'cause thinking' (Wiliam 2018: 153) by:
    - addressing a misunderstanding
    - reinforcing a skill or key piece of information
    - extending a child's understanding or ability to do something
- be used by staff to improve planned teaching and learning.

However, after research and a critical review of literature, we also understand:

- 'feedback typically comes second – after instruction – and thus its effectiveness is limited if it is provided in a vacuum' (Hattie 2012: 129).
- feedback should be focussed; it should relate to the learning goals that have been shared…; it should be more work for the recipient than the donor (Wiliam 2018: 153)
- the importance of praise, but we should not mix praise with feedback information.

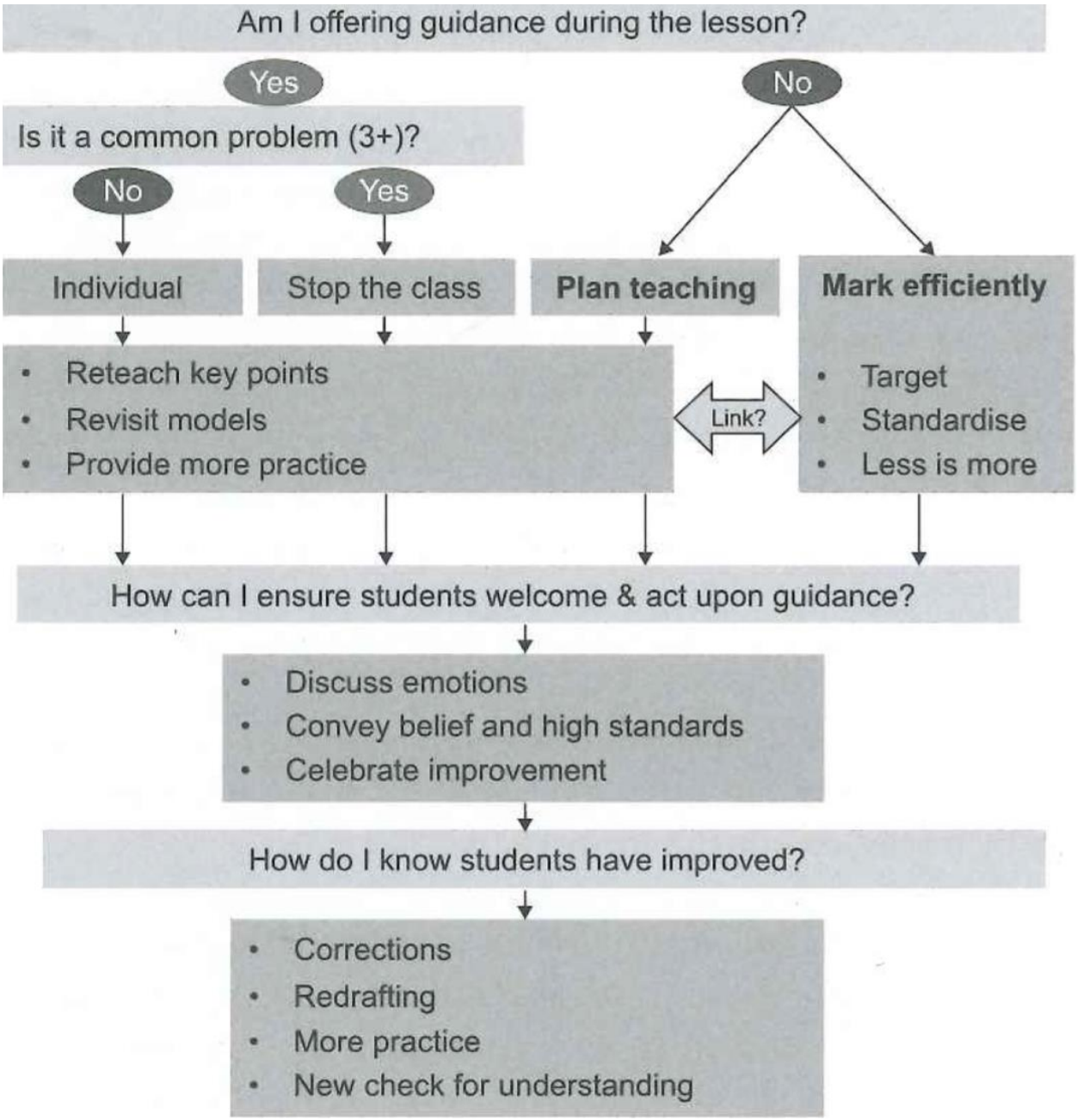
Our staff should provide rapid and effective feedback, appropriate to our understanding of the child's learning and needs, and then seek evidence that the feedback is received and used.
Continual assessment and effective feedback are integral to highly effective learning.

Types of Marking and Feedback
These are set out below in order of frequency:

- **Verbal**: to swiftly address misconceptions or prompt deeper thinking/learning;
- **Summative/Light Marking**: the answer is either marked right (√) or marked wrong (•), acknowledging and recognising attainment and/or progress/success and/or completion of children's work using ticks, highlighting WALTs and comments when applicable. This type of marking provides immediate feedback.
- **Formative**: this piece of work is marked in detail against the WALT. A positive comment is given to recognise effort or achievement that is closely linked to the WALT.
- **Self Assessment (SA)**: a child marks their work based on clear guidance from teaching staff to help them identify aspects of their work that meet the WALT. This work is then reviewed and acknowledged by teaching staff to inform future planning and assessment.
- **Peer-assessment (PA)**: a child evaluates the work of their peers against the WALT. This work is then reviewed and acknowledged by teaching staff to inform future planning and assessment.
- **Next Step**: can be whole class or individual children in which tasks to address misconceptions/inaccuracies, consolidate/apply or challenge/deepen children's learning are given with a response from children to help improve and extend their learning;
- **Feedback Grids**: in which feedback on attainment and success is given and a self-assessment from children is required in order to evaluate and deepen their learning.

- The frequency and type is dependent on:
  - The age/stage of the child;
  - The context of the task that is being taught and learnt;
  - The phase of learning e.g. phase of Talk for Writing that is being taught.

Continual formative assessment and feedback during all lessons



Marking i.e. Written Feedback during/after the Learning

Marking is just one tool for highly effective teaching and learning. Marking can '*provide important feedback to pupils and help teachers identify pupil misunderstanding*' (EEF 2016: 4). However, we are aware that all too often the time spent marking could be used more purposefully to plan and support the immediate and appropriate precise, next steps for our children. This is because we know that written feedback needs to '*focus on what's next, rather than focusing on how well or poorly the child did on the work*' (Wiliam 2018: 143).

Consequently, all staff should rapidly respond to the children's needs during the lessons, so that learning can be improved during every lesson. This means staff need to provide feedback throughout all lessons.

Written feedback still occurs and is undertaken to:

- ***reinforce learning and expectations***: Sometimes there are 'non-negotiables' which children have forgotten. If the child is reminded about this in a piece of work, an improvement is expected the next time that child's work is marked. Staff always need to model clear expectations and address standards which are not in line with our agreed expectations and Always Remember To criteria (ARTs)
- ***identify errors resulting from misconceptions***: We provide hints or questions which lead pupils to underlying principles. Corrections are usually completed in purple pen by the child. Staff will check to see whether this answer is correct and mark accordingly.
  It is important that all corrections undertaken in purple pen are completed in line with our presentation standards.

Guidelines

The following procedures for feedback/marking children's work should be implemented by all staff.

- **Every lesson has a focused WALT** based upon ARE from our **curriculum progression grids.**
- **All staff are to highlight the WALT after a lesson** to assess whether the child has achieved work at one of the following three stages**:**
  - **Pink** highlight **good learning not achieved/poor progress;**
  - **Orange** highlight **good learning almost achieved/some progress;**
  - **Green** highlight **good learning achieved/good progress;**
  - **Blue** highlight **good learning exceeded/excellent progress.**
- Feedback and marking is, crucially, **used to inform learning, future planning, organisation and provision.** (Teachers' Standard 6: Make accurate and productive use of assessment).
- For all activities **learning objectives (WALT) and success criteria (Remember To)** are made clear and quality is clearly demonstrated and modeled to all children.
- **Marking and feedback is then specifically focused on these**, i.e. in science work, focus feedback on the science.
- The **majority of feedback should be** within the lesson i.e. **an immediate response**.
- **Constructive oral comments are the main form** of communication and **feedback** on learning.
- Feedback is given to the **whole class, groups and individuals during the lesson** and following marking at the **start of the next lesson**.
- **Marking is in green pen,** in a **legible handwriting** and follows the **schools agreed script**.
- **Children's responses** to marking should be in **purple pen** and **only as a response to teacher marking and feedback.**

- **All children's work should be acknowledged/marked by the next lesson**.
- Feedback and marking **identifies key strengths and areas for development** in relation to learning objectives and success criteria as well as **identifying corrections and providing clear developmental prompts**.
- **Ticks** will be used to show a **correct response**, **green highlighting** to show **good writing/work** and **pink highlighting** to show **areas for improvement**.
- **Marking is not editing** so work should only be marked in sufficient detail to help them develop and improve their learning.
- Language used in marking is **positive, clear, unambiguous and appropriate** to children's own language skills (Kind and Specific, Helpful and Specific).
- Where appropriate marking and feedback will **provide opportunities for children to self and peer evaluate** learning, identifying strengths and areas for development.
- **Children** will have marking and feedback **procedures clearly and appropriately explained**.
- **Marking criteria and codes should be readily available** to children so that they understand the meaning of the marking they receive (see Marking and Feedback Codes page 7).

Presentation

- **Date and title all work,** written against the left margin, **not underlined** with a line space between them and the children's work**.**
- **Short numerical dates** are used in **FS, KS1 and in KS2 for maths, GPS and guided reading**. **Long written dates** are used in **KS2** for all **written work in English, Independent Writing and Theme Books**.
- **Use learning objectives (WALT)** as **titles** in books and on work.
- **Staff must ensure** that they are promoting **accuracy and presentation** in all written work.
- **Staff** are expected to teach and consistently **model that all numbers are formed from the top**. Any **inconsistency should be highlighted** and then children should be taught how to improve.
- Children write the **short date**

0	5	0	9	2	0	2	0

- **Written answers in maths** books follow the school's agreed **Handwriting and Presentation Policy**.
- **WALTs begin** with a **lower case** letter as WALT means: We are learning to… and this follows correct grammatical conventions taught in GPS.

	Monday 5th September
	WALT: use colons correctly

Frequency of Marking and Feedback

- All work should be marked or acknowledged by the teacher before it is returned to the child to show their work is valued.
- All work must be reviewed by teaching staff by highlighting the WALT to show how well that the objective/learning has been met. Any work that has been self assessed or peer assessed will be acknowledged by the class teacher.
  - SA Work has been self assessed
  - PA Work has been peer assessed
  - WS With / Adult Support
  - Any work without a code has been completed independently.

Feedback Grids

- Feedback grids should be used as and when appropriate to share learning objectives and success criteria with children, to provide specific feedback from the teacher and to support self and peer assessment.
- Assessments made against the success criteria are given using POGB ratings.
- Highlighting and feedback grids will be used as appropriate and at least:
  - at the end of each writing unit for the innovate writing task (Appendix B).

English Marking and Feedback

- All children's work should be 'light marked'.
- During the middle phase of Talk for Writing, work is marked to support, scaffold and aid children's learning.
- Exploratory and preparation work should be evidenced in English books. This includes work at word level (vocabulary and language), sentence level (grammar) and text maps/plans. This is important as it charts the process and progress of children's learning.
- All children should have at least one piece of writing - during the innovate stage, marked using highlighting and Feedback Grids during every unit of writing. The appropriate highlighting and Feedback Grids (Appendix B) will be used.
- All units of writing will be followed-up with an independent write.
- Independent writing at the end of the unit is marked and acknowledged using POGB. However, this is after the child has self-assessed their work. Children should not be able to edit their independent writing after the teacher has marked it.
- Marking will demand an effective response from the child.
- Attention should be given to spelling, grammar and punctuation in line with the age/stage of the child.
- In the Foundation Stage feedback grid symbols are introduced gradually to the children and displayed in the Writing Area to support the children's learning.

Maths Marking and Feedback

- All Maths work will be marked.
- Work is marked using dots and ticks.
- Where children have shown misconceptions, there will be evidence that this has been addressed by a member of staff. This may be through marking either within or outside of the session and/or verbal/whole class feedback.

Foundation Subjects Marking and Feedback

- Each piece of work is to be acknowledged by teaching staff, using a range of the marking types listed.
- The expectation of the work produced must be of the same standard as Maths and English.

Class Marking and Feedback

- Class marking and feedback can take place when all children mark their own work or mark each other's work against set answers or carefully agreed and modelled criteria.
- All work marked or commented on by children should be checked by staff before the next lesson.
- The use of Class Feedback Sheets (Appendix A) is intended to reduce workload whilst at the same time improving the responsiveness to marking, increasing the impact of feedback on learning and improving the accuracy of summative assessments.
- The purpose and use of Class Feedback Sheets is to:
    - reduce the need for written comments in books as common misconceptions and next steps can be recorded on the sheet rather than in multiple books;
    - reduce the need and time spent annotating and evaluating planning as the sheets will provide a summary of outcomes, marking and feedback over the week/unit of work;
    - provide an ongoing record of feedback, support and achievements that can be used to inform planning and learning for the next lesson, next week, unit of work or theme;
    - provide an ongoing record of assessments to support, inform and improve the accuracy of summative teacher assessments at the end of each term;
    - be used as appropriate in the following ways to provide feedback and/or adapt provision:
        - shared with the whole class (remember to remove names if this is being shared visibly);
        - to modify the input or delivery of the following lesson/unit of work;
        - to identify a group of children to focus on, or work with, in the next lesson/unit of work.
- Teachers and staff are encouraged to have Class Feedback Sheets available whenever they mark work, but to only use and complete as required to summarise and capture the key points for feedback.
- As a minimum these should be completed for each unit of work in:
    - reading, writing; maths;
    - half termly for all other subjects being taught.
- Class Feedback Sheets when completed should be used / shared with children at the start of the next lesson/unit of learning to give feedback on all or some of the following as appropriate:
    - successful learning;
    - misconceptions and mistakes;
    - identify gaps in learning;
    - provide next steps tasks to support, deepen and challenge learning;
    - identify children for additional adult support.
- Once Class Feedback Sheets have been completed and shared with children they will be filed for future reference and to support end of term summative assessments.

Inclusion
Marking and feedback must be accessible to all pupils and take into account specific needs and abilities. This may mean writing comments for particular children in a particular colour, a non-joined and larger script, or supporting children to read the comments.

Monitoring and Evaluation
As part of the school's on-going monitoring and evaluation of learning, work samples and book scrutiny will be used to monitor the consistency and impact of this policy.

Marking and Feedback Codes

✓ Correct

• Incorrect

..... Good writing (Good to be Green)

..... Always remember to/area to improve (Pink to Think)

// New paragraph needed

^ You have left something out

Spelling mistake – correct spelling written above mistake

Good effort = 1 Smiley

Good Learning / Remember To – not achieved

Good Learning / Remember To – almost achieved

Good Learning / Remember To – achieved

Good Learning / Remember To – exceeded

	PA	Peer Assessed learning
○	SA	Self Assessed learning
○	WS	With Support from an adult
○	ST	Supply Teacher

Examples of effective marking and use of Feedback Grids and Next Steps

3rd February 2021

WALT: write a beginning to a traditional story

Once upon a time there were three bears. They lived in a wood dark wod full of animals.

Learning Objective / We Are Learning To (WALT)		Year 2
Write a beginning to a traditional story		
Green Remember To	**Self**	**Teacher**
1. Use traditional story language		
2. Introduce the characters in your story		
3. Describe the setting of your story		
4. Use new exciting adjectives		

Red Always Remember To						
Use capital letters	Use . ? ! correctly	Leave finger spaces	Write on the line	Make and use good word choices	Read your sentences back	Use joined up handwriting
ABC	●			WOW!		abc

Well done, a very imaginative beginning to your story.

Write your last sentence again to improve the way you describe the animals. Think about using an adjective.

They lived in a dark wood full of dangerous creatures.

Wow! What a fantastic sentence.

Examples of effective marking and use of Feedback Grids and Next Steps

03.02.2016

WALT: subtract 2 digit numbers

```
  36
- 15
  21  ✓
```

```
  48
- 34
  14  ✓
```

```
  54
- 25
  31  •
```

Correct the question and then try this problem. 234 - 45.

```
  4 1
  5 4
- 2 5
  2 9  ✓
```

```
  1 12 1
  2 3 4
-   4 5
  1 8 9  ✓
```

Well done, a gr[illegible]ccort.

Assessment, Marking and Feedback Agreed Ways of Working

Formative and Summative Assessment

Early Years

Ongoing Formative Feedback:
- ✓ Verbal feedback during the learning.
- ✓ Adapted provision during the learning if appropriate.
- ✓ Praise and recognition of learning.

Acknowledgement and Marking:
- ✓ Acknowledgement (the word WALT only or initial letter of title) and highlighting feedback:
  - ➢ Pink good learning not achieved or area for improvement
  - ➢ Orange good learning or success criteria almost achieved
  - ➢ Green good learning, success criteria achieved or good writing
  - ➢ Blue good learning or success criteria exceeded

Marking Codes:

SA = Self Assessed
PA = Peer Assessed
WS = With Support
☺ = Good effort 1 Smiley

✓ Correct • Incorrect
// New paragraph needed
^ You have left something out
~~ Spelling mistake

Practice Retrieval and Recall:
- ✓ Knowledge Organisers
- ✓ Phonics
- ✓ Number

Key Stage 1

Spellings and Grammar:
- ✓ Spelling / grammar mistakes identified using marking codes. (maximum of 3)
- ✓ Common spelling / grammar mistakes displayed on Working Wall.
- ✓ Children write out corrected spelling three times at the start of the next lesson.

Recorded Feedback:
- ✓ Use / share Class Feedback Sheet at the start of lessons to address misconceptions and give feedback from the previous lesson/learning. This should be completed cumulatively at least for each unit in reading, writing and maths and half termly in other subjects.
- ✓ Use Feedback Grids for writing to provide individual feedback, self and peer assessment. Can be used in other subjects when / where appropriate.

Practice Retrieval and Recall:
- ✓ Knowledge Organisers
- ✓ Phonics
- ✓ Number

Key Stage 2

Practice Retrieval and Recall:
- ✓ Knowledge Organisers
- ✓ Phonics and Spelling Rules
- ✓ Number and Times tables

Summative Assessments:
- ✓ Termly teacher assessments for all curriculum areas
- ✓ Termly Standardised Tests for Reading and Maths from Year 1 onwards and GPS from Year 3 onwards

Feedback Approaches

Feedback and Next Steps:
- ✓ Feedback should be provided during all lessons with all staff responding to the children's needs.
- ✓ Feedback must be both diagnostic and to extend learning.
- ✓ The 'next step' for most children is usually the next carefully planned lesson, based upon our curriculum.
- ✓ The Class Feedback Sheet (Appendix A) will identify common trends, errors or misconceptions which will then need to be addressed by well planned, responsive teaching. There is no expectation that these are used for every lesson but will be used at least for each unit in English and maths and half termly in other subjects. The 'next step' for most children is usually the next carefully planned lesson.
- ✘ No expectation for written feedback, other than that set out above, in class exercise books. However, staff should use marking principles to enable all children to consistently meet our writing, recording and presentation expectations.

Outcomes of Feedback:
- ✓ Annotated/adapted planning with appropriate next steps focusing initially on PSED, CL and PD until secure, before R, W & N.

Outcomes of Feedback:
- ✓ Annotated/adapted planning and tailored provision / scaffolded / modelled input and deliberate practice.
- ✓ Class Feedback Sheet used / shared with the children at the start of learning which provides children with carefully chosen and appropriate deliberate practice. This informal feedback causes the children to think and improve their learning by remembering and doing more. Staff evidence that the feedback is received and understood by dating the Class Feedback Sheet before filing and future reference. The Class Feedback Sheet is attached to the policy (Appendix A).
- ✓ Feedback Grids are used to provide individual feedback as well as structured opportunities for self and peer assessments. These are used by children to reflect on their current work and make improvements to future work. The Feedback Grids are attached to the policy (Appendix B and C).

Appendix A: Class Feedback Sheet

Date:		**Subject:**	
Theme/Unit:			
Strand/WALT:			

Below	WTS	GDS

Misconceptions, Mistakes and Gaps in Learning	Always Remember To

Notes

Appendix B: Feedback Grids – Written Work

Learning Objective / We Are Learning To (WALT)						Year 1
Always Remember To						
Use capital letters	Use full stops	Leave finger spaces	Use the sounds you can hear	Write on the line	Read back and check your work	Have good letter formation

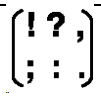
Learning Objective / We Are Learning To (WALT)						Year 2
Remember To					Self	Teacher
1.						
2.						
3.						
4.						
Always Remember To						
Use capital letters	Use . ? ! correctly	Leave finger spaces	Write on the line	Make and use good word choices	Read your sentences back	Use joined up handwriting
						abc

Learning Objective / We Are Learning To (WALT)						Year 3
Remember To					Self	Teacher
1.						
2.						
3.						
4.						
Always Remember To						
Use punctuation accurately . , ? ! "	Make exciting word choices	Use a range of openers for sentences	Check for the correct tense choices	Make sure your writing makes sense	Use a range of conjunctions for linking	Use joined up handwriting
						abc

Learning Objective / We Are Learning To (WALT)	Year 4

Remember To	Self	Teacher
1.		
2.		
3.		
4.		

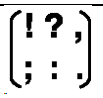
Always Remember To

Use a range of punctuation accurately . , ? ! " '	Use exciting word choices	Include a variety of sentence types	Consistently use the correct tense	Re-read and edit your work for mistakes/ spellings	Use paragraphs to organise and link your ideas	Use joined up handwriting
						abc

Learning Objective / We Are Learning To (WALT)	Year 5

Remember To	Self	Teacher
1.		
2.		
3.		
4.		

Always Remember To

Use a wide range of punctuation . , ? ! ' " " ( ) - ;	Make exciting but appropriate word choices	Include a variety of sentence types	Use a range of tense types accurately	Proof-read and edit your writing (dictionary/ thesaurus)	Use a range of linking (cohesive) devices	Use joined up handwriting and present your work neatly
						abc

Learning Objective / We Are Learning To (WALT)	Year 6

Remember To	Self	Teacher
1.		
2.		
3.		
4.		

Always Remember To

Use a wide range of punctuation . , ? ! ‘ “ “ ( ) - ; :	Use ambitious but appropriate vocabulary	Include a variety of clause structures, varying their position	Use verb tenses correctly	Proof-read, evaluate and edit your writing (using a dictionary, wordmats, thesaurus)	Use a range of cohesive devices	Use joined up handwriting and present your work neatly
						abc

Appendix C: Feedback Grids – All Learning

Learning Objective / We Are Learning To (WALT)			

Remember To	Self	Partner	Teacher
1.			
2.			
3.			
4.			