



Policy Document

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| Policy Document | |
| Subject | Feedback, Marking & Assessment Policy |
| Approval Date May 2019 | Review Date May 2021 |
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Feedback, Marking & Assessment Policy

Aims and Principles of Effective Marking and Feedback

At Ashwell Primary School we aim to provide children with positive, clear, relevant and timely feedback regarding their learning, both orally and in writing. We believe that effective marking and feedback should be a process of creating a dialogue with the learner, celebrating successes and progress as well as highlighting areas for development.

We aim to:

- value children's work
- ensure children are aware of what they did well and what they need to improve
- encourage children to develop ownership of their learning, pride in their work and self-esteem
- provide opportunities for self/peer evaluation
- assist teachers in future planning (formative assessment)
- ensure consistency across year groups and key stages

What is the purpose of the policy?

This policy forms part of a whole school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

At Ashwell Primary School we agree that there has to be continuity of approach and philosophy where marking & feedback is concerned, so that the child knows how the work has to be presented and how it will be received. Providing pupils with effective feedback in a variety of forms is an essential part of our ongoing assessment procedure. It should focus on the proposed learning objective and by its nature, assess whether such learning has taken place. How children's work is received and the nature of the feedback given to them will have a direct bearing on learning attitudes and future achievements.

The purpose of this policy is to make it explicit how teachers mark children's work and provide feedback to ensure effective learning.

Why do we need a Feedback and Marking Policy?

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning objectives and steps to success. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It also enables teachers to use the assessment to inform their future planning so lessons and activities are targeted to children's needs.

What are the principles that guide the school's approach to marking and giving feedback?

Marking and feedback should:

- be manageable for teachers and accessible to children
- provide clear feedback to children, relating to the learning objective and steps to success
- involve all adults working with the children in the classroom
- provide dialogue between teachers and children ensuring clear appropriate feedback about strengths and development needed in their work
- give recognition and praise for achievement
- allow specific time for children to read, reflect and respond to feedback

- respond to individual learning needs – e.g. marking face to face (verbal feedback) with some and at a distance with others
- inform future planning and group target setting
- use consistent codes across the school
- show the children that their work is valued and purposeful
- ultimately be seen by children as a positive approach to improving their learning
- take place at the earliest opportunity, particularly if the next lesson builds on what has been taught earlier

In order to achieve a whole-school approach marking methods must be agreed and should be:

- consistent across year groups
- developmental across the age range
- consistently applied by all those working with children in school, including supply teachers and support staff

All marking and feedback within Ashwell Primary School should be with the aim of progressing children in their learning. As a result, work within Learning Journeys, books or within topic books should show clear progress when looking at an earlier compared with a later piece of work.

Involvement of parents in the development of their children's education is paramount at Ashwell. Other forms of feedback to both children and parents involve:

- parent consultation evenings
- annual reports
- informal feedback and sharing of learning through the MarvellousMe Parent App
- a termly curriculum coverage newsletter from each year group
- parent information workshops

Effective Feedback Strategies

Steps to Success (S2S)

Steps to success are used to allow teacher, child or peer assessment. These can be provided to children and stuck next to the work either before (to guide and remind) or after a piece of work. The use should aid formative assessment and allow children to reflect on their learning. Where children have not met all the steps to success, these will naturally inform next steps (for example, an improvement task) or targets arising from the piece of work. Children should then be allowed time to edit and re-draft at least a section of their work with reference to this. Children edit and improve their work using a purple pen to ensure progress is visible.

Written Marking

Work is highlighted using "Green" (showing areas of progress or achievement) and "Pink" (showing areas for development or review). These can be accompanied by written teacher comments and identification of improvement tasks or next step targets. Extended pieces of writing should allow for editing and re-drafting based on next step / improvement comments.

Self / Peer Marking

As above, children may be involved in assessing and marking their own work, or that of peers. When this takes place they will use the same 'pink & green' but will use a coloured pencil and not a highlighter. Children will then make improvement as a result of feedback in a purple polishing pen.

Verbal Feedback / Conferencing (VF)

Pupil conferencing and verbal feedback allow for a more immediate dialogue and provides the opportunity for further, deeper questioning to facilitate understanding or deepen learning. When given, verbal feedback should be recorded in books or on pieces of work (VF). Children should

receive regular one-on-one or group verbal feedback, either on an individual piece of extended writing or maths activity. Such feedback should be given in relation to targets achieved and next steps identified.

Learning Stops (LS)

Learning stops (mini plenaries) can be used to encourage pupils to stop, reflect and review their learning in order to improve a piece of work. They can be used as an effective form of assessment at transition points within a lesson. Teachers must make sure pupil learning or consolidation is at the heart of a mini plenary and that it is not just a tick box exercise. They are differentiated to the needs of the individual, group or class. Pupils may make improvements to their work using 'Purple Polishing Pens' as a result and indicate with a LS in the margin.

Early Years Foundation Stage (EYFS)

Learning Journals

In EYFS, Learning Journals will be maintained. These will be a mixture of children's own work, staff comments, photographs showing children engaged in activities and quotes from children and staff. Information from these documents will be used to assess children based on three categories (Emerging, developing or secure) within the appropriate Age and Stage band.

With the practical nature of learning within the EYFS and the larger number of staff in each classroom, it is essential that marking is consistent across the phase.

Principles of Marking and Feedback in the EYFS

Much of pupils work in the EYFS is practical and the marking of work is only a small component of the feedback role of EYFS staff. The majority of feedback is given orally, where through carefully planned questioning; children are given next steps to move their learning forward.

How do we mark children's work and give feedback to move learning forward?

Within the EYFS there are numerous opportunities for effective marking and feedback:

- written comments on pieces of work in profiles
- constructive comments during and after practical activities (this can be indicated by the use of a short observation where a next step has been given)
- use of questioning to extend learning
- adult-led activity records
- observation records
- professional discussions between EYFS staff

With the increased number of staff responsible for feedback and marking in the EYFS, it is important that it is clear which member of staff has given written or oral feedback. This will be shown by members of staff initialling feedback on written pieces of work and initialling both long and short observations. Where photographs are taken as evidence, it is important that a short observation is completed to go alongside it. Staff will identify if a child's work was completed independently or with support. Supply staff should also initial any written feedback or comments collected through observation.

Key Stage 1 & 2 – Focused marking and feedback – specific guidance.

**See Appendix 1 in the Learning & Teaching Policy for full assessment expectation schedule*

All work should be quick marked – this is indicated by highlighting the Learning Objective (LO).

Some work may require deeper marking to address misconceptions or to ensure that learning is moved forward. When corrections or responses to 'next steps' have been completed by the children these should then be recognised.

Marking should be linked specifically to the learning objective and steps to success used in the lesson. It should highlight (green) areas where the child has been successful in meeting the learning objective and a next step should be indicated (pink) where applicable.

When a child or a group of children have not met the learning objective then feedback should be given individually or as a group in a guided session and improvements will be evident.

When marking is used to give next steps the teacher may use different types of prompts depending on the task involved and the ability of the child – examples of these are:

- open/close comments
- with or without a scaffold
- needing a longer response
- involving reasoning/ explaining
- moving onto the next skill up
- consolidating a new skill or applying the skill in a different context

E.g.

A reminder ('think of a better word than 'bad'?)

A scaffold prompt ('what kind of monster was he? Change bad for a word that makes him sound more scary').

Example prompts ('Try one of these words or your own instead of 'bad' – ferocious, terrifying, evil')

In order for the marking to be formative, the information must be used and acted on by the children within a good time frame. Children should respond to feedback **using a 'purple polishing pen.'**

Feedback in English & Maths - See additional detailed subject specific guidance document for staff

Foundation subjects

- Marking should be specific to skills or knowledge highlighted in the lessons and subsequent follow up work. Pupils should be able to use the comment and advice to further develop their skills or deepen their knowledge. They should be helped to understand the purpose of any comments made.
- Marking or feedback should be related to the objectives of the lesson and not necessarily based upon language and spelling.

Guided Groups

- Feedback/assessment of the children's responses linked to the assessment focus for the tasks should be written in the child's book by the adult working with them.
- Verbal feedback will be a key focus in guided sessions.
- It should be recorded on their work that they were in a guided group (GG)

How do children evaluate their own learning?

- At Key Stage 2, encourage children to self-mark/peer mark wherever possible. They should look for success and improvement against the learning objective.

- In extended pieces of writing, children use a system where they underline elements of the steps to success that they have included within their own work with a pink/green pencil; they then identify a next step. A proforma with steps to success is used and maybe stuck into the child's book. This will also be initialled or ticked by the teacher.
- Against the next step given by a teacher the children are expected to evidence their improvement as a result of the feedback.

Agreed Marking Symbols

| Symbol | Meaning |
|--------------------|--|
| LO | Met learning objective |
| LO | Not met learning objective |
| LO | Partly met learning objective |
| | Next target |
| CL | Capital letter error |
| P | Punctuation error |
| ● | Full stops |
| VF | Verbal Feedback |
| LS | Learning Stop |
| Friday there/their | Spelling correction |
| IW | Independent work <i>(for children who often struggle to work independently)</i> |
| WS | With support <i>(indicating initials of staff member)</i> |
| GG | Guided group activity <i>(indicating initials of staff member)</i> |