Weaverthorpe CE (VC) Primary School

Feedback and Marking (& Assessment) Policy

Adopted by: Weaverthorpe IEB
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Contents:

Introduction:

At Weaverthorpe CE (VC) Primary School we believe that high quality, consistent and timely Marking and Feedback enhance children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance. Our consistent approach is demonstrated through our use of a school marking code. However, in addition to this code, teachers use their professional judgement to enhance it and also take into account the age and needs of the children.

Aims:

We mark children's work and offer feedback in order to:

- show that we value their work and encourage them to do the same;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- promote self-assessment, recognise their difficulties and accept guidance;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and formative assessment and inform individual tracking of progress; and
- inform future lesson-planning.

Principles of marking and feedback:

- The process of marking and offering feedback should be a positive one with recognition of the efforts made by the child.
- The marking and feedback should always be against the lesson's learning intention and the child's personal targets.
- Where met, individual learning targets are acknowledged.
- Marking and feedback should involve the child directly. For younger children the feedback should be oral and immediate.
- Comments should be appropriate to the age and ability of the child.
- Comments should be neat and legible so that children are able to read and respond to those made and be given time to do so.
- Children should be encouraged to self and peer assess.
- The best marking and feedback is the dialogue that takes place between teacher and pupil while the task is being completed.

Assessment and feedback before the lesson

Before a lesson commences the teacher must know what sequential progression in learning looks like so that children who quickly achieve the Learning Objective (LO) can be moved forward in their learning within the lesson.

- All pieces of work will contain the date and Learning Objective (LO). Younger children and children with SEN may be supported with this.
- The teacher will share and display the Learning Objective which, where possible, will be differentiated as appropriate.
- Children will be given time to respond to marking and feedback.

Assessment and feedback during the lesson

- The teachers will use intervention marking with the pupils, where possible.
- The teachers will give verbal feedback, as the pupils work.
- The teachers will guide the pupils progress and attainment.
- The teachers will use assessment for learning (afl) throughout the lesson.
- The teachers will use open questions to support pupils' retrieval and deeper learning.
- The teachers use self and peer marking, when appropriate.

Assessment and feedback after the lesson

- The teacher will mark against the LO and good ARE progress grids;

- Teachers will **comment** on spelling and grammar, particularly where spellings and grammar were part of the lesson focus/objective.

- If children have spelling errors, at least 2 spellings must be noted for correction. Corrected spellings must be written at the end of the piece of work in purple pen.

- Feedback will identify a child's key learning priorities.

- Work is expected to be marked prior to the next lesson.

- Errors that are made by many children will not be the subject of individual comments but will be noted in the planning and reviewed by the class at the next earliest opportunity.

- Daily marking of work must include a praise and development point.

- A more detailed focus mark against the Learning Objective and/or referring to the child's individual target must be evident in four pieces of work over the course of a week.

- Teachers will make constructive comments aimed at supporting the children to improve and achieve their targets.

- Moderation of marking takes place across school and also between cluster group schools

Marking Codes

Teacher marking and feedback should be consistent across the school. To achieve this, a marking code is attached to this policy and is displayed in every classroom, (see Appendix 1)

Assessment Rational and Aims

Assessment is a continuous process integral to teaching and learning, allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts.

- Monitor and record the attainment and progress of individuals, groups and cohorts.
- Strive to attain the highest educational standards and achievements.
- Provide a broad, balanced and relevant education which provides continuity and progression.
- Use attainment and progress information, gained through marking and feedback, to guide planning and teaching strategies.
- Inform parents and Governors about progress and attainment.
- Ensure a consistent approach to measure progress towards and against national standards.

Types of Assessment

Formative – This is the on-going, day to day assessment which is carried out by teachers during each lesson and is key to effective classroom practice, informing planning, resources and support in order for all children to progress.

Summative – Children are assessed periodically and progress and attainment data is recorded on the Weaverthorpe tracking system. Test materials are used to support teacher assessment. These are carried out towards the end of each term and are used to monitor the performance of individuals, groups and cohorts, as well as identifying gaps and next steps for planning (see Appendix2).
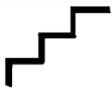
Inclusion and SEND

Weaverthorpe is an inclusive school and works hard to meet the needs of all children. Formative assessment is at the heart of assessment for children with identified special needs, in the same way it is for all other children. Modifications will be made by teachers to ensure questioning, discussion, marking and feedback are suitable for all children, depending on the specific needs.

Conclusion

This policy's principles and practice will be monitored and evaluated regularly to ensure that it is applied throughout the school.

Appendix 1: Weaverthorpe Marking Code

Please mark in *GREEN* pen

⌐_╝ (staircase symbol)	Next steps
★	Target met – record next to Learning Objective
//	New paragraph
Sp G p	Spelling Grammar Punctuation
I	Independent (when appropriate)
GW	Guided work
TA	Teaching Assistant supported
VF	Verbal feedback
✓	Correct
X	Incorrect
SM	Self marked (coloured pencil)
PM	Peer marked (coloured pencil + name)
✓ ©	Corrected work

The teacher will indicate if they are going to revisit this work with the pupil in a small group or on an individual basis.

Appendix 2: Nine point assessment scale

Arriving at Judgements – 9 point scale

Assessment: Meeting Year Expectations The 9-Point Scale								
Assessed Position	Working Towards			Working At			Greater Depth		
Points Allocation	1	2	3	4	5	6	7	8	9
Point 5 indicates that a pupil has met the expectations. It is our aim that 100% of pupils will be at least Scale Point 6 by the end of the year. Targets will be set based on exit point from end of EYFS or KS1 Staff should use professional judgement and results of age-standardised tests to provide a best-fit assessment on the 9 – Point Scale.								

Children will be **Working Towards** towards the expectations if they do not achieve all of the expectations outlined for that year group	Children will be **Working At** the expectations if they achieve all the expectations for that year group **91% and above**	Children will be working at **Greater Depth** if they achieve the **Working At – Point 6** and are working within the **Greater Depth** expectations
Working Towards Expectations – Point 1 If children meet between 0 and 30% of the expectations. **Working Towards Expectations – Point 2** If children meet between 31% and 60% of the expectations. **Working Towards Expectations – Point 3** If children meet between 60% and 90% of the expectations.	**Working At Expectations – Point 4** Children might make the occasional error. However, the teacher needs to be satisfied that they understand the concept fully. **Working At – Point 5** Children will rarely make mistakes and are very confident at meeting the expectations. **Working At – Point 6** Children are confident at meeting the expectations and demonstrate elements of Greater Depth (Mastery).	**Greater Depth Expectations – Point 7** Children show evidence of: • Using the year group's Greater Depth expectations within context • Consistently applying the year group's exceeding expectations in a range of situations **Greater Depth Expectations – Point 8** Children are very confident and rarely make a mistake in relation to the Greater Depth expectations. **Greater Depth Expectations – Point 9** Children are exceptionally confident in handling the Greater Depth expectations and show

		exceptional ability for that year group.

REGULAR MODERATION REQUIRED
 	
1.Use tests (ARE appropriate) and guided reading records/formative assessment records to find out if children are working at: Working Towards (1/2/3) or Working At (4)
 	
2.Tests to be used:
• Maths: Assertive Mentoring materials
• Reading Comprehension: Rising Stars/practice papers
• Grammar: Use of Grammar Hammer throughout School
• Science:
• Pupil Progress: cold/hot writing tasks
	REGULAR MODERATION REQUIRED
	
	Other evidence will also be used e.g.
	
	1.Maths: Work in Maths books
	
	2.Writing: Independent writing following a series of lessons during normal class practice AND any other writing
	
	3.Reading
	    (a) Reading Comprehension only : Use of guided reading records and other evidence e.g. individual reading
	    (b) Guided Reading Assessments of ARE
		REGULAR MODERATION REQUIRED
		
		Other evidence will also be used – be prepared to be asked for concrete or verbal examples of evidence