

South Avenue Primary School



Marking, Assessment and Feedback Policy

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007, Review of Educational Research March 2007, Voi. 77, No. 1, pp. 81-112)

Approved by:

Miss Cadwallader

(Head of School)

Miss Smith

(Vice Head of School)

Last reviewed on: September 2023

Next review due by: July 2024

Contents

1. Aims
 2. Assessment Processes
 3. Roles and Responsibilities
 4. South Avenue Marking Process
 5. Monitoring and Evaluation
 6. Reporting to Parents
-

1. Aims

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking, assessment and feedback in order to maximise progress and support pupils in becoming effective learners.

Marking, assessment and feedback is integral to effective teaching and learning. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning and enables accelerated learning. Effective marking, assessment and feedback aims to:

- Work collaboratively with pupils to show what they have done well and what they need to do to improve.
- Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to effective marking and feedback at South Avenue Primary School.

2. Assessment Processes

The fundamental principles of assessment we are committed to:

- Monitor progress and support learning.
- Celebrate the achievements of pupils and identify areas for development.
- Inform pupils of their progress and give guidance on how to improve.
- Guide planning, teaching, additional support, curriculum development and the use of resources.
- Communicate with parents/carers about pupils' achievement.
- Provide continuity for transition between phases.
- Comply with statutory requirements.

3. Roles & Responsibilities

All staff within the classroom are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context.

Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with them about their learning progress. The outcomes of summative assessments are reported to the senior leadership team. These outcomes will be shared with parents at parent consultation meetings when appropriate.

- Each class teacher uses Arbor to record and analysed the performance of individuals and vulnerable groups.
- Summative assessment tasks are carried out in Years 1-6 and PIXL QLAs are uploaded to the shared area to support with identifying gaps in pupils learning and planning next steps.
- Teachers are held to account for the progress of individual pupils towards their end-of year targets during pupil progress meetings.
- All staff are familiar with the Assessment, Marking and Feedback Policy and practice.

The SLT is responsible for:

- in conjunction with, monitoring all subject areas.
- analysing pupil progress and attainment, including individual pupils and specific pupil groups in English, Maths and Science.
- analysing pupil progress and attainment, including individual pupils and specific pupil groups in EYFS
- identifying pupils who are vulnerable to underachievement in relation to age expectations and prior attainment.
- prioritising key actions to address underachievement of individuals and groups
- to ensure that our more able children are appropriately challenged particularly in reading, writing and maths
- reporting to Governors in a meaningful way, on all key aspects of pupil progress and attainment, including current standards and trends over time.

Subject Leaders/Teams are responsible for:

- ensuring that assessments of individual pupils are being carried out within the timescales given.
- core subject data received from teachers via PIXL is analysed and shared with SLT and governors.
- monitoring standards in their subject according to assessment criteria set out in the Subject Leadership Policy.
- ensure marking and feedback is consistent across the school in their subject following this policy

4. South Avenue Marking Process:

Teacher Marking

Marking can take the form of a written or verbal comment, live marking, underlining of correct work against the LO, green ticks, pink dots for think, self-marking or peer-marking. This must be carried out daily for all recorded subjects.

Teachers must ensure that they model a good standard of presentation and accuracy when writing and marking in children's books.

Marking short codes will be used for effective assessment of work. All children should be taught what each symbol means and a copy of the code displayed in every classroom.

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

It is the class teacher's responsibility to evidence the positive impact of their marking on children's progress. It is therefore their professional judgement which will determine the type of marking and feedback they use in each lesson.

Cross curricular work is marked against the learning objective/s for that subject, rather than against literacy objectives. However, the spelling of key vocabulary is considered to be important, as is our high expectation of standards in handwriting and presentation across all work. Pupils are expected to observe things they have been taught in English lessons, for example the spelling of common exception words or punctuation.

- All marking is to be carried out in 'Green for good' or 'Pink for think' pen.
- All marking is to be done in a clear and legible form– see handwriting and presentation policy.
- The marking code is to be followed in all cases. (see Appendix 2)
- The marking code should be displayed in each classroom.
- All pupils' work taught by teachers is to be responded to by teachers or support staff – this may be written or verbal
- **Developmental marking will be used when appropriate but not at the detriment of teacher workload.** It must be considered how this lengthier style of marking is going to further learning and whether the child can independently respond.

Developmental/Focused marking- should concentrate entirely on the learning outcome of the task. The emphasis should be on success against the criteria and the improvement needed. Developmental comments should help the child close the gap between what they achieved and what they could have achieved.

When identifying specific success, the respective work in the pupils' books can be identified by underlining in 'green' pen. The corresponding comment should also be written in 'green' pen.

When identifying an area for specific improvement the respective work in the pupils' book can be identified by underlining in 'pink' pen. The corresponding comment will be written in 'pink' pen.

- If a child has met the LO then this should be highlighted in green highlighter. If the child has not met the LO this will be left blank and pink for think pen will be used to address errors/misconceptions.
- For an extended piece of writing, there will be a maximum of 3 identified specific areas for both pink and green for each piece of developmental marking, not including spelling errors.
- Spelling errors should be addressed where appropriate.
- When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code.
- If a response is required for spelling, this should be addressed in line with the stage of development of the individual.

Responding to comments/marking:

Pupil's response to 'pink for think'; marking should be made at the first suitable opportunity.

Rewards - As a school we want to recognise good work with verbal praise. We may also use stampers, stickers, smiley faces or written praise etc. If given a sticker or certificate, children should be able to articulate why they are in receipt of these.

When constructing written/verbal feedback teachers need to consider:

- Does feedback inform the pupil what they have done well and what they need to do to improve?
- Relate to planned learning objectives and/or curriculum steps?
- Does feedback indicate a next step/improvement in learning?
- Does feedback support the learner on their journey and provide, praise, challenge, encouragement or support?

Self-marking – when possible, children should self-mark closed tasks, individually, as a group, or as a class. They should also be trained to self-evaluate, identifying their own successes against learning outcomes and looking for points for improvement.

Self-assessment/Marking - There may be times when a pupil marks their own work. Children will mark or correct their own work using a purple pencil. Children may be asked to review their work against identified success criteria during self-assessment, which can also be used as a prompt for self-correction and editing.

Peer Assessment/Marking– children should be trained to evaluate a partner's work identifying successes against learning objectives and looking for points for improvement. Children should be encouraged to respond to each other's work using the success criteria as guidance. This can be done in purple pencil and marked PA in the margin. This may also be done as verbal feedback or in another way appropriate for the children's age and stage.

Curricucolour – Children will self-assess at the beginning and end of each lesson using the colour coded criteria. This will inform children of their next steps in learning.

- Purple: Progress to
- Green: Then
- Orange: New learning
- Red: Previous Learning

Frequency of Marking:

- Marking should take place soon after the work has been completed and before the next lesson in the sequence
- Live marking can occur which takes place during the lesson – providing immediate feedback
- Long-term projects may be marked on completion – children need to be told this in advance.

5. Monitoring and Evaluation:

Each subject lead has the responsibility for monitoring that this policy is being consistently carried out in their particular subject area. Likewise, the SEN Lead has responsibility to ensure the policy is appropriately adapted and implemented for SEND pupils. This includes reference in provision plans and agreements as appropriate. It is the responsibility of the Subject Leads to feed back to the Head of School, SLT and Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress. It is the responsibility of the Head of School and Curriculum, Teaching and Learning Lead to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school

Monitoring of the policy will be done through ‘book looks’ led by SLT and/or subject leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes, whilst maintaining fair workload expectations for staff.

The SLT will also monitor the impact of developmental marking through learning walks, pottering and ‘book looks’ to monitor the quality of teaching and learning in the school. In the Early Years Foundation Phase (EYFS) this will include reviewing formative assessment, learning journey looks and the content of Tapestry. This will be triangulated with pupil voice to determine how marking and feedback supports them in understanding what they need to do to improve their learning and to make progress.

Monitoring will be used to ensure consistency across the school and impact of the Assessment, Feedback and Marking policy on pupil outcomes. A monitoring schedule will be implemented and feedback will be given to individual teachers or the staff as a whole.

Evaluation of feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEND provision and impact of the Pupil Premium Grant.

6. Reporting to Parents:

Parent will receive reports on their child at three points across the school year. These will be face to face parent consultations in October/November and March and a written report in July. All reports

whether verbal or written will combine detailed comments on a child's engagement and enjoyment alongside attainment and progress. PiXL terminology will be used to share children's attainment in core subjects with parents and an explanation of this will be provided. In foundation subjects, children's attainment will be shared as working towards/on track.

Progression of feedback and marking throughout South Avenue:

<u>Reception</u>	<u>Feedback</u>	<u>Marking</u>
Most feedback is spoken to the child at the point of learning. Written marks are kept to a minimum, as a record of the adult's response.	Verbal at the point of learning: mainly through encouragement; verbal prompts to extend thought and language; questions to assess knowledge and understanding; questions to further the child's thinking.	Used to model handwriting style; ask a question; pay a compliment; use a green highlighter to show LO achieved; use an 'S' to show adult support. Any misconceptions are dealt with during later shared modelling.

<u>Year 1</u>	<u>Feedback</u>	<u>Marking</u>
In Y1, pupils watch the teacher who models how to correct mistakes, or add punctuation as sentences are written.	Verbal at the point of learning: mainly through encouragement; verbal prompts to extend thought and language; questions to assess; questions to further child's thinking; very simple and occasional marking of misconceptions e.g. a corrected common exception word we have been learning; a capital letter 'I'.	Used to model handwriting style; ask a question; pay a compliment; use a green highlighter to show LO achieved; use an 'S' to show adult support. Any misconceptions are dealt with during later shared modelling.
<u>Year 2</u>	<u>Feedback</u>	<u>Marking</u>
Y2 pupils are expected to <i>begin</i> to edit <i>some of their</i> own age-related spelling and punctuation errors, according to	Verbal at the point of learning or after marking: praise and encouragement; verbal prompts to extend thought and language; questions to assess; questions to further child's thinking; suggestion to find spelling errors; suggestion to check punctuation e.g. CL FS ? ! comma in lists;	Used to model handwriting style; ask a question; pay a compliment; use a green highlighter to show LO achieved; use an 'S' to show adult support; suggest an improvement, to be acted on either next lesson or next piece of work.

STA guidance. Teacher models process.	guided group discussion to address points for improvement; whole class modelling to address common misconceptions or errors.	Any common misconceptions are dealt with in the 'starter' at the beginning of the next lesson.
---------------------------------------	--	--

Appendix 1

Year 3	Feedback	Marking
Year 4	Feedback	Marking
<p>Y3-4 pupils are more familiar with the writing process and know that first drafts can be edited for improvement.</p> <p>They know how to look for their own spelling and punctuation errors, and sometimes show that they can do this independently. They can also make suggestions about how to improve sentences e.g. add adjectives or improve verbs.</p> <p>Y3-4 pupils sometimes produce and 'publish' improved pieces of writing.</p> <p>Teacher modelling will promote the teaching and learning of how to edit and improve sentences.</p> <p>Self-evaluation: pupils can assess whether or not they have achieved the 'Curriculour' steps; their responses are monitored by the adult to ensure accuracy.</p>	<p>Verbal at the point of learning and after work has been marked, or during guided writing groups.</p> <p>Balance between verbal and written feedback</p> <p>Some peer marking (modelled by adults first); self-evaluation comments, referring back to personal writing targets – Curriculour steps</p> <p>Teacher makes general feedback comments to whole class or group as relevant, following marking or during the activity.</p> <p>Pupils become familiar with responding to constructive criticism, both from adults and their peers; they learn to complement each other and themselves in a specific and helpful way; they learn to take risks and that it is safe to make mistakes which need improvement.</p>	<p>Model handwriting style in pupil books.</p> <p>One celebratory and one developmental comment for all extended writing, as relevant;</p> <p>identify good work</p> <p>ask a question or set small task / or suggest an improvement to be acted on either next lesson or next piece of work.</p> <p>Highlight LO in green to show objective achieved; use a 'S' to show support.</p> <p><u>Pupil writing errors</u></p> <p>Early in the year, marking may identify specific errors (although this may not be necessary for all pupils).</p> <p>As the year progresses, encourage children to identify and edit their own errors.</p> <p>SP may be written in the margin</p> <p>Select spellings and punctuation the child ought to know.</p>

Year 5	Feedback	Marking
Year 6	Feedback	Marking
<p>Y5-6 pupils are familiar and more confident with the writing process; they regularly, independently edit work for improvement.</p> <p>They identify their own spelling and punctuation errors, and do this with increasing independence. They also make sensible suggestions about how to improve their writing.</p> <p>Pupils feel safe to take risks and be creative; they understand that writing is a process and that it can be fun. They take great pride in the finished product.</p> <p>Teacher modelling continues to regularly promote the teaching and learning of how to edit and improve sentences, paragraphs or the structure of whole pieces.</p> <p>Self-evaluation: pupils independently assess whether or not they have achieved the success against Curricolour.</p>	<p>Verbal at the point of learning and after work has been marked, or during guided writing groups.</p> <p>Balance between verbal and written feedback</p> <p>Teacher uses pupil writing as a model for whole class verbal feedback and editing use of visualisers.</p> <p>Peer marking (insist on respect for another person's book);</p> <p>Teacher makes general feedback comments to whole class or group as relevant, following marking or during the activity.</p> <p>Pupils are familiar with responding to constructive criticism, both from adults and their peers; they can now complement each other and themselves in a specific and meaningful way; they feel comfortable with making mistakes which need improvement.</p>	<p>Model handwriting style in pupil books.</p> <p>One celebratory and one developmental comment for all extended writing, as relevant;</p> <p>identify good work in a specific way;</p> <p>ask a question or set small task / or suggest an improvement to be acted on either next lesson or next piece of work.</p> <p>Highlight LO in green to show objective achieved;</p> <p>Indicate any extra adult support using 'S'</p> <p><u>Pupil writing errors</u></p> <p>Encourage children to identify and edit their own errors.</p> <p>SP can be written in the margin where appropriate.</p> <p>Select spellings and punctuation the child ought to know.</p> <p>For more general improvement, consider development which can be acted on immediately by the child. Alternatively, plan for improvement in subsequent lessons.</p>

Appendix 2 – Marking Grab Sheet

- All marking is to be carried out in ‘**Green for good**’ or ‘**Pink for think**’ pen.
- Within all pieces of writing, non-negotiables need to be addressed.

Developmental/Focused marking

- **When identifying specific success, the respective work in the pupils’ books can be identified by underlining in ‘green’ pen. The corresponding comment should also be written in ‘green’ pen.**
- **When identifying an area for specific improvement the respective work in the pupils’ book can be identified by underlining in ‘pink’ pen. The corresponding comment will be written in ‘pink’ pen.**
- Highlight LO green if the child has met LO. Leave LO blank if a child has not met the LO. Pink for think for errors/misconceptions.
- Extended piece of writing – underline maximum of 3 specific areas for both pink and green for each piece of developmental marking, not including spelling errors.
- Spelling errors should be addressed where appropriate using pink for think

Responding to comments/marking:

- Pupil’s response to ‘pink for think; marking should be made at the first suitable opportunity – perhaps start of the next lesson in the sequence.
- Rewards - As a school we want to recognise good work with verbal praise. We may also use stampers, stickers, smiley faces or written praise etc. If given a sticker or certificate, children should be able to articulate why they are in receipt of these.

Appendix 3 - Marking Codes

When marking.....

S – Supported – against a part of, or at the end of a whole piece of work

CT 1:5 -Class Teacher working with a group

TA 1:5 -Teacher Assistant working with a group

Individual year groups may use certain age appropriate symbols when marking to support their children's' specific age and stage. e.g. **ABC** – check capital letters

sp – check a spelling. This is to be written in the margin identifying the line with the spelling error in. This spelling is to then be written out at least 3 times at the bottom of the page.

VF – used for evidence of verbal feedback

Some suggestions for developmental marking prompts

ENGLISH	MATHS
<ul style="list-style-type: none">• Please add.... 3 full stops/an adverbial/a question mark etc• Improve this sentence (underline in pink)• Now try this.. grammar question• Please find a way to lengthen/shorten this sentence? (underline pink)• Tell me 2 reasons why you are proud of this piece of writing• What word could you use to show me how he/she is feeling?• VF- talk me through what you have done so far• What would happen if.....?	<ul style="list-style-type: none">• Please add ... your method/a number line• Is there a quicker way to do this?• Fill in the blanks ___ + 27= 78• Show me where you have checked your answer • What unit would you use to measure...?• What are the factors of 42?• Would it work with different numbers?

Assessment Policy – Appendix 3

Summative Assessment

What is it? This is ‘snapshot’ testing which establishes what a child CAN do at a given time.

Strategy	Purpose
Statutory Assessments: Pupils are statutorily assessed at the end of Key Stage One and Key Stage Two. Pupils in Reception are assessed throughout the year using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage (http://www.foundationyears.org.uk/wpcontent/uploads/2012/03/Development-Matters- FINAL-PRINT-AMENDED.pdf) At the end of the Foundation Stage a summative assessment is made in each of the 17 strands.	To provide a summative end of key stage attainment result. It is a national yardstick against which to compare children’s performance
National Non-Statutory Tests (In-Year Teacher Assessments) Commercially Produced Tests (e.g. PIXL, NFER, White Rose): Tests administered following the timetable provided by the SLT for attainment in Reading, Writing, Mathematics and Science.	To provide an opportunity for schools to keep track of pupils’ progress and teachers’ expectations, and to enable schools to monitor progress through summative means at different points in the key stage.
Baseline Assessments: Teacher assessments made at the beginning of entry to Reception using the assessment toolkit provided by the Government.	To establish pupils’ abilities at the beginning of YR, so that subsequent progress in achievement can be compared with, and measured against, expected norms. They can also be used formatively, to identify strengths and areas to develop, and support teacher’s in providing appropriate learning experiences for individual pupils.
End-of-Year Teacher Assessments: Teacher assessments are made for pupils in all year groups at the end of Yr. 1, 2,3,4,5 and 6. Assessment against Key Objectives (working towards, expected, greater depth), may be informed by commercial tests.	This provides information to parents and to the next year’s teaching team.
Class Tests:	To improve pupils’ skills and establish what they have remembered or learnt so far.

Created by an individual teacher (or year group) and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests).	
End-of-Key-Stage Teacher Assessment: In Years 2 and 6 teachers decide a level for each pupil's attainment in the core subjects (English, Maths and Science), using the criteria of the level descriptions to make their professional judgements.	To provide information to parents and for their next phase of education.

Formative Assessment/Assessment for Learning What is it?

Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives. It is about providing feedback and involving pupils in improving their learning.

Strategy	Purpose
<p>Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.</p>	Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.
<p>Sharing learning objectives with pupils: Pupils know and understand the learning objective for every task.</p>	Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning objectives.
<p>Coloured steps to success are shared with the children at the beginning and end of every lesson</p>	Children are provided with the opportunity to self-assess against the Learning Objective at the beginning and end of the lesson.
<p>Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers 'achievements against the learning objective (and possibly beyond), and reflect on the successes or otherwise, of the learning process.</p>	Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.
<p>Feedback: This must be meaningful, manageable and motivating.</p>	Tracks progress diagnostically, informs the pupil of successes and weaknesses, provides clear strategies for improvement and is mainly oral.
<p>Target setting: Targets set for individuals, over time, for ongoing aspects – e.g. writing.</p>	Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.
<p>Celebrating Achievement: Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos.</p>	Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily.