



## Assessment and Marking policy

### Feedback principles

#### Before

Successful feedback can only happen when:

- **Learning Intentions are clear** and have been shared with the children
- **Success criteria** has been created/ shared with the children so they know how to meet the Learning Intention.
- Children are set tasks that were closely **based on their own previous attainment** and that put them in the '**Challenge zone**'.
- Children are given **sufficient learning time** to show what they can do and the level of their understanding.
- **Support** is in place so that they can reach their full potential.
- There is a **positive learning climate** in the classroom where children are determined to achieve and understand that mistakes are a great way to learn.
- Children have had an **opportunity to evaluate** their work against the Success Criteria before teacher feedback is given.

#### During

Feedback is only successful when:

- It is **related to the Learning Intention and success criteria** set.
- It is **clearly understood** by the child.
- It outlines where the child has been successful and this praise is '**allowed to grow**'.
- It outlines how the child can improve and follows the '**Next step**' principle.
- It is given **during the session or immediately after** the learning takes place.

#### After

Feedback is only successful when:

- The child is given an opportunity to **reflect** on the feedback given.
- The child is actively involved in **improving** their work using the feedback.
- The child is given future opportunities to **apply the identified 'Next step'** and shows they are independently able to do so.

# Literacy

## Targets

At the beginning of a literacy unit each child will receive their writing targets (based on gaps identified on spto). Targets may roll on from a previous literacy unit if not achieved. Children will need to establish their own success for each target with the support of the teacher or teaching assistant. Targets should be reviewed throughout the unit.

## Verbal feedback

Teachers give verbal feedback to children during writing sessions as part of their targeted group work, or when challenging or supporting individuals. **Learning freezes are also used to identify successes and next steps for individuals or groups.** Teachers or pupils should annotate when this has taken place by writing GM in the margin (KS2) at the point of guidance. This allows the impact of this discussion to hopefully be seen later in the writing.

## Written feedback

Teachers provide written feedback on all pieces of writing completed by children.

- In EYFS, a square sticker is used to indicate achievement of the 'I can' and a circle sticker is used if it is not achieved.
- In KS1 a traffic light is indicated against the 'I can' statement to show if this has been met.

## Guided marking

If children are working on a piece of writing over several days, this will be marked frequently to ensure that children are meeting the success criteria for the piece and being continually challenged to develop their writing skills.

Guided marking (working directly with the children) is preferential to distance marking. Both teachers and teaching assistants should mark in class with the pupils (guided marking) providing the children with their stars and next steps as part of this discussion. The children are then able to edit their work following this discussion during the lesson or the following session.

These guided sessions may happen outside of the literacy session, such as during assemblies, EMT or a dedicated session where one adult leads an activity whilst the other adult works with a group (e.g. TA supervises 20-30 minute session whilst CT works with guided marking group or individuals).

Chat time sessions will occur when a child, or group of children, require additional teaching on a specific aspect on their writing.

Children's written plans will be marked against the success criteria.

Certain literacy tasks (such as deconstruction of texts) do not require detailed evaluative marking, and these would be signed and dated to show that the teacher has looked at the work and is happy that it provides adequate preparation for future written tasks.

The school uses an agreed set of pictorial symbols to help children understand their marking across the school (see Marketing the Learning policy). These symbols are used by teachers and teaching assistants, but also by the children themselves when evaluating their own work or that of their peers.

## **Stars**

Teachers and teaching assistants use stars to show children where they have been successful in their writing (2-4 for each piece of writing). These are positioned as near as possible to the part of the work that shows the skill and labelled using the appropriate symbol or a key word if appropriate and should focus on a specific objective such as developing a previous next step or target.

## **Next steps**

Children are then given next steps (sometimes referred to as wishes in FS/KS1 during a lesson as a way of moving the learning on immediately) to improve their work. These are specific and skill-based, and sufficient guidance is given so that the learner can improve.

The majority of next steps need to elicit a clear outcome by the child. The outcome should be clearly demarcated by the child using a different colour pen/pencil or initialling (KS2).

If children have met all the success criteria set, a challenge is given as a next step. This may involve using additional punctuation or sentence types, or improving word choices. This begins in the summer term of Reception, once the children have developed the necessary resilience for this.

## **Spelling**

Teachers may also underline spellings which they think the child knows or has as part of their weekly spellings, then the child can write the correction in the margin. Children should also be encouraged to correct spellings using a dictionary or improve word choice using a thesaurus.

## **Editing**

Teachers plan time for children to engage in the 3 E's across each unit of work:

- Evidencing – Finding evidence of the Success Criteria in the work (such as highlighting or colour coding their work)
- Evaluating – Deciding how Successful the work is. Recording with a pupil evaluation (KS1) or ticking next to the success (KS2)
- Editing – Improving the work by addressing any Success Criteria gaps.

Pupils may do this independently, or with the help of the teacher or a response partner.

## **Numeracy**

## Verbal feedback

Teachers give verbal feedback (chat time stamp) to children during maths lessons as part of their targeted group work, or when challenging or supporting individuals. This feedback is focused on the children's progress towards the learning ladder statements (development matters statements in EYFS). Teachers or pupils should annotate and date the learning ladders when these discussions take place.

Learning freezes might also be used in lessons to identify successes and next steps for individuals or groups. At the end of a teaching unit (e.g. fractions) the children will still need to complete any next steps which could be consolidating learning or completing a 'use what you know' task.

## Written feedback

Teachers provide regular feedback in numeracy books and, in particular, against Learning Ladders where traffic light colours are used to indicate levels of pupil understanding (Years 1-6). There may be clozed numeracy tasks that pupils are able to mark themselves. These task will also need a star (e.g. next to success achieved or I can) and next steps provided. Both teachers and teaching assistants mark in class with the pupils (guided marking) providing the children with their stars and next steps as part of this discussion.

## Next step protocol:

**Scenario 1** – Child A needs to complete corrections

-  Next step: corrections
- Also give advice/tips/model of how to complete corrections, or signal by the success which step they are missing/forgetting

**Scenario 2** – Child B has completed task (e.g. must 1) but is still not confident with the 'must' objective

-  Next step: must task 2
- *This task is planned (using new format of planning) which allows the child to embed their learning of this objective (children need to understand why they are being asked to do this)*
- *What will you do to help the child make progress rather than stay at this level on the ladder?*
- *Will the child need a guided session (e.g. next step with 'Chat Time' stamp)?*

**Scenario 3** – Child C has completed the needed tasks for the level they have been working on (e.g. must) *this will vary individually – e.g. some children will show a secure understanding after task 1, others may need 3-4 tasks*

-  Next step: Use What You Know for that level
- *This should be a quick task which is applying their understanding (see resource bank TDrive)*
- Once this task has been completed, they move onto the next level on the ladder (e.g. Should)

## Stars

Teachers and teaching assistants use stars to show children where they have been successful in their work. These are positioned as near as possible to the part of the work that shows the skill and labelled using the appropriate symbol or a key word if appropriate.

Children are then given next steps (sometimes referred to as wishes in KS1 during a lesson in order to move learning on immediately) to improve their work. These are specific and skill-based, and sufficient guidance is given so that the learner can improve. Wherever possible, pupils mark their own work in maths and address any corrections within the lesson before moving on to higher level work. Incorrect answers are marked with a dot or a 'c'. Children usually use a coloured pencil or pen for corrections, to indicate development. The teacher may add a completed example to support the child with these corrections.

If there are many incorrect answers signifying a lack of understanding, it may be more appropriate to talk this through with the child, possibly through chat time or a guided session, rather than marking it in the normal way.

## Further Guidance

- Marking using the stars and next step approach is used right across the curriculum and pupils are given opportunities to reflect on their progress in all subjects.
- Presentation, quantity and effort are all important. Expectations in these areas are made clear to the children, through presentation guidelines and teacher modelling, for example.
- Informal methods are used to seek children's views about their learning and to encourage them to consolidate it through discussion. These include traffic lighting against Learning intentions, group and individual mind-mapping and questioning. The following questions might be useful:
  - What can you do now that you couldn't do before?
  - How would you explain this learning to another child?
  - What new words did you learn today?
  - What will we use this learning for?
  - What was the trickiest part of your work?
  - What do you think we will learn next?
  - If you got stuck today, what did you use to help you?
  - What did you enjoy in today's lesson?
- Children should be given opportunities to review their learning over time and identify strengths and areas for development that are on-going. They should also have regular opportunities to revisit their literacy and maths learning through other curriculum subjects.
- Teachers use green pen to mark children's work.