



## **Assessment, Marking and Feedback Policy**

### **Rationale:**

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

*(Hattie and Timperley 2007)*

*'Feedback plays a central role on securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance'*

*(Teaching Walkthrus Tom Sherrington and Oliver Caviglioli)*

*'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.'*

*(Report of the Independent Teacher Workload Review Group)*

All forms of marking and feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going.

Marking and feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It 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 is part of the Assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

For feedback to be effective John Hattie argues that it needs to be:

- clear, purposeful, meaningful and compatible with pupils' prior knowledge, and to provide logical connections.
- directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt."
- combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria)
- occur as the pupils are doing the learning
- provide information on how and why the pupil has or has not met the criteria

- provide strategies to help the pupil to improve

#### Assessment:

PIRA, PUMA and GAPS

Pupils will complete Rising Star assessments at the end of each term. Assessments using the Rising stars **PIRA Progress in Reading Assessment and PUMA Progress in understanding Mathematics Assessment** will be carried out by all children in year 1-6. They will also complete the GPS assessment. The assessments are marked and the results are entered into MARK gap analysis in order to identify areas of focus. SHINE interventions are used to address the gaps.

#### **Writing Assessment:**

Writing will be assessed regularly using the trust issued assessment grids. These will be used to assess independent writing produced by children at the end of writing units. This should be done for every independent write with a minimum of 6/8 completed each year and cover a range of writing genres.

#### **External assessments:**

EYFS: Early Years Foundation Stage Profile

Year 1: Phonics Screening

Year 2: Reading and maths SATs

Year 4: Multiplication check

Year 6: Reading, maths and GPS (grammar, punctuation and spelling) SATs.

#### Marking and Feedback at Wymondham CE Primary School:

At Wymondham we believe that the process of marking and offering incisive feedback should be provided in the moment, it is a dialogue that takes place between teacher/teaching assistant and child, ideally while the learning is still being completed.

Teachers and teaching assistants should promote children's self/peer-assessment into a wider process of engaging the child in his or her own learning and developing their ability to self scaffold their learning. Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.

Teachers will ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly.

All staff will note errors that are made by many children and use them to inform future planning. Teachers and teaching assistants will make and distinguish between mistakes and errors. An error

occurs when answering a question that a child has not mastered and understood and requires swift intervention. Mistakes can be identified by an adult or child and should be self-corrected by the child.

Children will be given time the following day to reflect on marking and act on any feedback.

Method of Feedback	Purpose
In the moment feedback/marking	Feedback and marking within the lesson to prompt deeper thinking, and swiftly address misconceptions. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mid-lesson adjustments or written feedback where misconceptions are re-modelled or in the moment scaffolding is provided.
Improvement Marking	Verbal feedback will be given to the children and an opportunity to respond will be given in order to strengthen the teaching and learning process to accelerate and deepen learning.
Peer feedback and assessment	Peer to Peer feedback is to be imbedded as good practice where children have the opportunity to work in carefully selected groups/pairs to discuss and make suggestions around each other's work. Children should not be marking in other children's books, but purple pen improvements should be done based on peer feedback.
Self-marking	Children should be encouraged to self-mark with provided answers and purple pen correct in the moment. This carries far more weight than a tick or dot appearing the next day from the teacher, and gives the opportunity for the child to either self-correct or ask for help if needed in the moment.  KS2 - Should generally be self-marked in the lesson where appropriate. (Maths and also other lessons where marking / ticks are appropriate). KS1 – Self marking will be introduced towards the end of KS1 with terminology and strategies explicitly taught to children to prepare for KS2.
Learning acknowledgement	All work will be acknowledged by the teacher/teaching assistant through ticking the LO at the top of each piece of work. Further recognition of correct information in foundation subjects or correct/incorrect answers in maths should be shown through the standard tick or dot marking.
Marking codes	Self-marking using marking codes.

	<p>In KS2 all Maths and English work should have an LO, S2S and scaffold notification stuck into the book. (Example Appendix A) Codes to include T / TA / Grp / Sc / Man / Ind as appropriate to the lesson. – Teacher and / or child tick in purple pen when marking to identify level of scaffold used during independent practice.</p> <p>In KS1 all work should have an LO and S2S stuck into the book. Scaffold codes must be included in marking using green pen to identify the level of scaffold. Codes to include T / TA / Grp / Sc / Man / Ind as appropriate to the lesson.</p> <p>In EYFS all work should have an LO. Scaffold codes must be included in marking using green pen to identify the level of scaffold. Codes to include T / TA / Grp / Sc / Man / Ind as appropriate to the lesson.</p> <p>(T = teacher, TA = teaching assistant, Grp = group, Sc = scaffold used, Man = manipulatives, Ind = independent.)</p> <p>Verbal feedback should have VF in green pen next to the piece of work in question in all year groups.</p>
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#### Non-Negotiables of Marking:

At Wymondham Primary, the ‘In the Moment’ marking approach is adopted to enable all children to receive effective and instant feedback to feed forward. Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. During the lesson, teachers and all additional adults will effectively intervene in the moment and give feedback, verbally and in the moment remodelling of misconceptions, consolidating learning or moving the learning forward. This should be quick and remain positive encouraging a Growth Mind-set, resilience, striving for accuracy and children’s learning efforts. Teachers and additional adults will effectively intervene with groups across the class giving immediate feedback on the children’s work. Marking in the moment in the forms of ticks to indicate correct answers across the school curriculum and areas for improvement, or identified mistakes, should be pointed out to the children within the lesson to enable children to take greater ownership to correct through self-regulation.

Across all lessons, there should be a greater emphasis on ‘In the Moment’ marking, however sometimes, for whatever reason staff will be unable to mark in the moment or there is some work that has not been marked in the moment this should be marked after the lesson.

#### Green and purple pen evidence:

All marking and feedback will be done in green pen and all responses from children will be done in purple pen.

Examples of green pen from adults:

Ticks and dots for correct and incorrect answers in maths.

Tick to acknowledge the LO.

Ticks to acknowledge core knowledge evidenced in foundation subjects.

Remodelled work or in the moment scaffolding in books following dialogue with a child (for example drawing a place value grid to support, creating a worked example etc).

In KS1 and EYFS scaffold codes to identify the level of scaffold. Codes to include T / TA / Grp / Sc / Man / Ind as appropriate to the lesson.

VF next to the piece of work in question in all year groups to acknowledge verbal feedback.

Examples of purple pen from children:

Responding to adult feedback in the moment (correcting mistakes, working with adult to address misconceptions).

Spelling corrections.

Editing

Responding to peer feedback.

Correcting mistakes after self-marking.

In KS2 scaffold codes to identify the level of scaffold. Codes to include T / TA / Grp / Sc / Man / Ind as appropriate to the lesson.

– Teacher and / or child tick in purple pen when marking to identify level of scaffold used during independent practice.

Whole Class Feedback Records:

These sheets (Appendix B) should be completed as working documents for English and Maths. They should be completed in the moment and shared either under a visualiser or as a part of the lesson presentation. This could be on the interactive whiteboard (if appropriate and feasible) and added to by adults as the lesson progresses. For efficiency, this slide could then be printed off for records at the end of the lesson. An example of a similar document is provided (Appendix C).

Written Feedback:

Evidence suggests that extensive written feedback is considerably less effective than in the moment verbal feedback. 'Next steps' are fundamentally likely to be linked to the next lesson in the majority of subjects and therefore are not feedback as much as pre-teaching without an input. There is no expectation for written feedback in post lesson marking, unless it is to address a clear

misconception. For example, to model the correct way to set out a calculation in maths. This will however ideally have been done in the moment.

#### Acknowledging excellent work:

Much like written feedback there is no expectation for a 'positive comment' such as good work or well done. The expectation is that all work is 'good work'. However, it is important to emphasise exceptional work from children. This should again be done in the moment with the use of a green highlighter to highlight the outstanding part of the work. For example, this could be a particular sentence, the use of high-level punctuation or vocabulary or exceeding the success criteria. This should then be shared with the class. Work that warrants this high level of praise will depend on the expectations of individual children and all children should be praised for genuinely exceptional work.

#### Evidence of verbal feedback:

Verbal feedback is expected to take place throughout all lessons and will mostly be evidenced by any responses to verbal feedback in purple pen. However, evidencing with VF in green pen next to the piece of work in question is good practice.

Appendices:

Appendix A: (LO, S2S and Scaffolding template).

LO: I can calculate perimeter

Success Criteria

- I know to include every side
- I know to tick the sides I have counted
- I know to add all sides of the shape together
- I know how to calculate missing sides using other measurements

Scaffold

Teacher      Group      Peer Support      Scaffold      Indep

Appendix B (Whole Class Feedback):

Date	Independent Yes/No	Lesson:
<b>Work to Praise and Share</b>		
<b>Feedback for whole class to check</b>		
<b>Spellings</b>		
<b>Presentation Feedback</b>		
<b>Misconceptions</b>	<b>Notes for future learning</b>	

Appendix C (Example of completed whole class feedback):

Independent? Yes/no

Whole Class Feedback Sheet

Date: 23/11/21

Lesson: Part point 2

Work to Praise and Share	
<p>Slang &amp; contractions in speech</p> <p>Vocab from books                      heart hammering</p> <p>The city was sleeping;                  The storm inside</p> <p>Single dash examples                  him swelled &amp;</p> <p>demise (intensity)                      thickened</p>	
GPS (laundry) for editing	
<p>Speech punctuation</p> <p>Possessive apostrophes "anakin's"</p> <p>used</p> <p>get / got - informal</p>	
Spelling	
<p>with                  tied                  you're</p> <p>buried              I'm</p>	
Presentation	
<p>A/T</p> <p>Miss a line every line</p>	
Misconceptions	Next lesson notes
How to punctuate speech	Grammar - speech punctuation