



The Federation of Spixworth Schools

Assessment for Learning Policy Incorporating Feedback, Marking and Assessment

Agreed by Governing Body: Autumn 2020
To be reviewed: Autumn 2021
Group Responsible: SLT

Aim of this policy

The Federation of Spixworth Schools understands that the effective use of marking, feedback and assessment can have a powerful influence on pupils' learning and progression. It should drive forward change, be something that pupils can act upon and be proportionate to task.

This policy aims to ensure that marking, feedback and assessment:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops consistent, reliable processes across the school.

Any feedback must be

- Meaningful
- Manageable
- Motivating

Any comments, verbal or written, need to feed straight back into the next lesson and time is needed for pupils to respond to feedback and marking.

We do not expect to see a specific quantity of marking in books. We do expect books to show that our pupils are making progress.

Feedback is for the pupils to make progress; it is not written for a third party. It should generate discussion, engagement and progress between the pupil and the teacher.

Roles and responsibilities

The SLT is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking, feedback and assessment practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all classes and subject areas within the school.

Subject Leaders are responsible for:

- Ensuring all members of staff are aware of the school's procedures in terms of marking and providing feedback in their subject.
- Monitoring the effectiveness of this policy within their subject and reporting their findings back to the headteacher.
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

Classroom Support Staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback
- Monitoring the learning of all pupils within their group and providing feedback to the class teacher
- Ensuring that pupils within their group understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

Expectations

Teaching staff are expected to:

- Provide marking that offers clear information about why pupils have done well.
- Set targets for improvement, which should create a progressive plan for continued learning.
- Judge whether written or verbal feedback should be given and ensure pupils understand this feedback.
- Provide pupils with opportunities to reflect on feedback, and allow them to respond to the feedback and ask questions.
- Remind pupils of their targets and how these targets can be achieved in particular lessons.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SENCO should be consulted in regard to this.
- Provide positive and pupil-friendly marking and feedback.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

Pupils are expected to:

- Try their best with any work they complete, in or outside of the classroom.
- Ask questions when they do not understand something in lessons.
- Read any marking on their work and ask questions if they do not understand them.
- Review their own progress by looking at previous work and talking with teachers, parents or peers to identify strengths and areas to be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning and be mindful of their impact on others.

Workload

- The school understands that marking, providing feedback and making assessments is a large contributor to the workload of teachers; therefore, teachers and leaders will ensure that marking, feedback and assessments are only done to positively impact upon the progress of a pupil.
- If a teacher has a query, the subject leaders will be available to offer guidance and support regarding the school's procedures.
- If a teacher is unsure about the effectiveness of their own practices, the subject leaders will help with developing an approach to marking and feedback that is more suited to the teacher.

Marking

- Adult marking should be in green.
- Children should improve their own work in purple.
- Peer marking should be in blue and should be carefully structured to ensure this is a positive experience, for example using WWW and EBI.
- Learning objectives are discussed with the children in each session. Success criteria are also discussed and referred to during the lesson in the form of mini plenaries. Marking will reflect these.
- In Key Stage 1, each piece of work should indicate how the child completed the work, for example 'I' for independent 'PW' for paired work etc. See marking code for further information. In Key Stage 2, 'I' for independent is not required, as much work is completed independently. If support is given an 'S' should be written to indicate this. Marking codes should be circled for clarity.
- The person who marked the work should initial the work at the top of the page. If they have given verbal feedback to the child 'VF' must be placed on the work and it should still be initialled.
- Key Stage 1 children evaluate their written work at the end of each lesson by placing a triangle in the corner of each piece of work. One line indicates that they found the work difficult and show little understanding. Two lines indicate that they had some understanding. A complete triangle indicates full understanding of the learning. If a child colours in the triangle it demonstrates that they feel they have exceeded the learning objective. The triangle is also used physically following practical work. Reception children are introduced to this system when appropriate.

- A triangle from the teacher or teaching assistant should be placed next to the triangle completed by the child to demonstrate whether the adult agrees with the child.
- In Key Stage 2 other strategies such as, a smiling, straight or frowning face, traffic lights or longer written reflective comment will be used.
- Where practicable, live marking will take place alongside the child in order to address misconceptions or errors quickly. Where distance marking takes place, this should be complete and returned to the pupil before extended work is given. Teachers will provide ample time for distance marking to be reflected upon by the pupils. This may be as part of a specific editing lesson, at the start of the lesson that the marking pertains to or during morning work/registration time.
- Teachers should also ensure that comments can be understood by pupils and that positive comments have also been highlighted.
- Cloze marking – when there is a right or wrong answer: Correct answers should be marked with a tick and incorrect answers with a dot. If a pupil has shown the correct working out but incorrect answer, circle incorrect part and encourage self-correction.
- In Key Stage 1 marking stamps will be used to demonstrate next steps on children's work. Where stamps are practical and useful these will be used in Key Stage 2
- Marking codes will be placed inside children's books/folders clarifying meaning.
- Each child in Key Stage 1 and 2 will have an individual spelling log in the back of their English book allowing key spellings for each child to be recorded.
- Some but not all spellings to be corrected. Focus on common exception words or words relevant to a particular task.
- In Key Stage 1 a marking ladder should be used in English at the end of a unit of work for an extended piece of writing. A review session will follow where the teacher will use individual and class assessment to close gaps and address next steps.
- In Key Stage 2 longer pieces of writing should be marked with next steps and where applicable, SC sheets. Assessed pieces should be marked against KS2 expected outcomes for each year group for staff and pupils to identify what they need to do next. At the end of the year these should be glued into the WAGOLL books for the next teacher to benchmark against.
- Next step marking should be used in any subject to enable children to reflect on and action improvements. Children should have an opportunity to complete their next steps as soon as possible after the work has been completed. Next steps may have a written, verbal or practical response.
- When reflecting on work pupils should be encouraged to use some of these phrases:
 - I liked..
 - I learned ...
 - I think I will...
 - I still don't understand...
 - I found ...difficult because...
 - I solved...by...
 - I need help with...
 - I could get better by...

- Marking should always consider the learner's confidence and self-esteem. Marking will usually directly link to the shared learning objectives however, it is reasonable to request corrections to spellings for example but of an appropriate quantity to the learner's age and stage of development.
- Individual Writing targets will be recorded on the front of English books for Key Stage 1 and 2 children. These can be referred to during marking.

Feedback

- Feedback differs from marking in that it is not limited to comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.
- To avoid unnecessary confusion and to ensure clear progression in lessons, teachers will ensure that lessons remain focussed by:
 - Clearly outlining which subject content will be covered in each class.
 - Explaining the areas pupils will need to understand.
 - Having a clear plan in mind for the progression of learning in the subject.
 - Having a final goal in mind for the month/term/year.
 - Having a number of progression plans that account for all abilities in the class.
 - Making it clear what the objectives are from week to week, as well as final expectations.
- The school believes in developing independent thinkers and as such, feedback will guide the pupil to the correct answers, as opposed to giving the answers away.
- Verbal feedback can act as a way to give immediate and effective feedback to pupils.
- Teachers will mark on pupils' work when verbal feedback was given.
- Older children may bullet point notes of verbal feedback in order to help them to recall key learning points later.
- Teachers will keep in mind the following considerations when giving verbal feedback:
 - **Tone of voice:** It is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.
 - **Balancing time:** If a particular pupil requires more time and attention, the teacher may consider giving feedback in written form or in a one-to-one meeting.
 - **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.
- As many pupils as possible are given verbal feedback about their work each session from either a teacher or teaching assistant. Verbal feedback is always given when an adult has worked with a group of children.
- Pupils will be actively included in feedback on their learning and progress in relation to meeting their short and long term targets through 1:1 discussions with their teachers. Four times yearly, these discussions will also include their parents.

- Feedback can be given through three possible methods of suggesting improvements to pupils. Reminder - guiding pupils to previous success in order to grapple with the task they are struggling with. Scaffold –asking the pupil a further question so we can guide them to the correct answer. Example – giving examples of possible changes for them to explore and choose one option over another.

Assessment

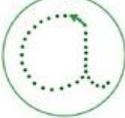
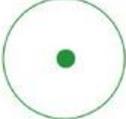
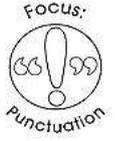
- To facilitate teaching and learning, a comprehensive assessment strategy is essential.
- Teachers make use of a range of strategies to involve all children in high quality assessment on a daily basis. These strategies include:
 - Talk partners
 - Paired work
 - Guided work with a teacher or TA
 - Shared learning sessions
 - 1:1 discussion/interaction
 - Visualisation
 - Self or peer evaluation
 - Bloom’s revised taxonomy questioning
 - Tapestry reviews
- Through discussions with peers and adults, children evaluate their own and others’ learning looking for evidence of the success criteria. Children and staff use the language ‘What Went Well’ and ‘Even Better If’, 2 stars and a wish or next steps.
- Children are supported to recognise their own learning and next steps and are actively encouraged to share this with staff and parents. In EYFS and KS1 this is achieved through Tapestry. In KS2 this is achieved through Marvellous Me.
- In EYFS and KS1 teachers use Tapestry to monitor group and individual provision, identifying areas for enhancement.
- Parents of EYFS and KS1 children gain assessment information with each observation that is recorded on Tapestry.
- Parents are aware of the expectations for each Key Stage through assessment information on the school website, as well as Tapestry (EYFS and KS1). Cafés and parent workshops on topics such as Curriculum and Assessment further support parental understanding of expectations.
- Questions that could be asked and ways to support their child with reading each level of book is placed in the reading record books for KS1, ensuring parents are aware of expectations.
- Teachers use the information gained from working with pupils, marking their work and reviewing their Tapestry (EYFS and KS1) observations to assess how well a child is performing and what their next steps are. Plans for subjects are then adapted accordingly.
- Parents are invited into school for a formal meeting four times per year with their child and class teacher. At these meetings the child’s targets and progress are discussed and agreed including how parents can help at home with their child’s next steps.

- Staff record assessment data on Pupil Asset three times a year to make a more summative assessment about the progress of the pupils in their class. Pupil progress meetings are held using this information to talk about how pupils can be supported to make better progress.
- Teachers meet on a regular basis to moderate assessments that have been made against the school assessment criteria in each year group.
- Teachers meet with staff from other schools locally and across the county regularly to moderate standards across schools.
- Assessment specific activities are integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified
- Additional assessment activities may take place in support of identifying and planning to meet individual pupil needs, for example where a special educational need is suspected. The SENDCo will lead these assessments.
- Formal assessments (EYFS: ELG/GLD; Year 1: Phonic Screening; Year 2: Statutory Assessment Tests, Year 4: Multiplication Test, Year 6: Statutory Assessment Tests) are used to inform whole school objectives and training.

Monitoring and review

- This policy is reviewed annually by the SLT.
- Any changes or amendments to this policy will be communicated to all staff members by the SLT.

Marking Codes

 Finger spaces	 Capital/lower case	 Pencil grip	 Letter formation
 Full stops	 Target achieved	 Great ideas	 Listen for sounds
 Look carefully	 Capital I	 Handwriting	 Spelling mistake
 Openers	 Vocabulary	 Connectives	 Punctuation
 Paragraphs			
 Objective not met	 Objective partly met	 Objective met	 Objective exceeded
 Independent	 Teacher supported	 TA supported	 Paired work
 Group work	 Verbal feedback	 Next step	
Pencil used Child's initial work	Green ink Teacher marking	Purple ink Child's improvements	Blue ink Peer marking

Symbol	What it means
	This work has been looked at.
	Wrong answer – please correct.
?	I don't understand what you have written, please have another look.
T	Come and visit me, we need to have a chat about this.
NP	New paragraph needed.
P	Incorrect punctuation – try again.
	Incorrect spelling, look it up in a dictionary and correct it.
SP	There is a spelling mistake on this line, please find it and correct it
	Next steps – to develop further you need to do this.
S	With support – you had some help to do this.
I	Independent – this is all your own work.
VF	Verbal feedback given.
	Careless error – look again, you can correct this.
ST	Work has been given by a supply teacher

Pupil Asset PITA Scales

Attainment		SS
Significantly Below	The child is working significantly below the curriculum for their year group (2 years below year group or pre key stage). They require heavily personalised support and scaffolding, which may be due to having EAL or other barriers to learning. They may be doing different tasks to the rest of the class.	
Working Below	Is able to access the correct curriculum for their year group but has significant gaps in their learning. They struggle to embed concepts and nearly always need some scaffolding or support. Can often not apply their learning independently.	
Working Towards	Is on track to meet some, but not all, of the end of year expectations. Is successful at learning many new concepts and is starting to apply their skills independently, but not consistently. May make errors but will usually be able to improve work following feedback and support. May have some smaller gaps in their learning.	KS1 85+ KS2 80+
Expected	Is meeting the majority of the NC expectations. Is successful at learning new concepts. Is starting to apply their skills independently but not consistently. May make errors but will usually be able to improve work following feedback and support. May have some smaller gaps in learning that need closing in order to become secure.	KS1 100- 110 KS2 100- 110
Securely Expected	Is meeting all of the NC expectations. Is usually a successful learner and shows good understanding of objectives taught. Is usually able to learn new skills and use them accurately and independently. May make occasional errors in applying their learning and concepts.	
Greater Depth	Is starting to exceed national expectations. Is almost always successful in understanding the key objectives. Is able to apply their skills in a range of context making few errors. Can often explain and justify their ideas.	KS1 110+ KS2 110+
Securely Greater Depth	Is exceeding national expectations. Is always successful in understanding the key learning objective. Is able to apply their skills in a range of contexts with no errors. Can explain and justify their ideas.	
Exceptional	Is significantly exceeding national expectations. Is always successful in understanding key learning objectives. Is able to apply their skills in a wide range of contexts making no errors. Can clearly explain and justify their ideas. Demonstrates significant skills and knowledge beyond the curriculum. Can analyse and evaluate their own and others' performance effectively.	