

Tunstall CofE Primary School



Marking, Assessment and Feedback Policy

Tunstall CEP Vision

'Thinking deeply, loving abundantly, serving graciously, for the Glory of God'

'We believe that God's abundance is for everyone, nurturing a servant heart for the local community of Tunstall and beyond. Learning opportunities are broad, inclusive and inspiring where creativity is nurtured and harnessed at every opportunity through our unique, Discovery Curriculum. Children and staff are safe, secure and empowered to be risk takers. We are a culturally diverse school who value each other's uniqueness with dignity and respect. We think deeply, love abundantly and serve graciously for the Glory of God and thus uphold our biblical underpinning of John 10:10 being: 'A place where everyone can flourish'.

FRIENDSHIP, KINDNESS, SERVICE, FORGIVENESS, PERSEVERANCE,
TRUTHFULNESS

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

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

Aim

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.

Effective marking, assessment and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly 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, to plan and refine next steps in learning through adaptive teaching strategies.
- 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 Tunstall CE Primary School.

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.

Roles & Responsibilities

Teachers and Teaching assistants are responsible for carrying out summative and formative assessments (See Appendix 2) 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.

The Deputy Headteacher ensures:

- Each class teacher uses I Track Primary (the pupil tracking system) to record and analyse the performance of individuals and vulnerable groups. This information is used to set individual pupil progress targets.
- Summative assessment tasks are carried out and that this data is up-loaded to iTrack Primary.
- Teachers are held to account for the progress of individual pupils towards their end-of year targets during pupil progress meetings (usually termly).
- all staff are familiar with the Assessment, Marking and Feedback Policy and practice.

The SLT is responsible for:

- monitoring standards in core subjects.
- analysing pupil progress and attainment, including individual pupils and specific pupil groups in English, Maths, RE and Science.
- 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
- reporting to Governors in a meaningful way, on all key aspects of pupil progress and attainment, including current standards and trends over time.

Curriculum Teams are responsible for:

- ensuring that assessments of individual pupils are being carried out within the timescales given.
- data received from teachers via I Track Primary is analysed and shared with SLT and governors.
- monitoring standards in their subject according to assessment criteria set out in the National Curriculum.

Marking and Feedback Processes

Six types of marking and feedback occur during teaching and learning at Tunstall CEP:

- Teachers' well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. Verbal feedback is noted in books by the letters VF, no further explanation is required. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in a group basis. For younger pupils this can be noted down to record the feedback and response process.
- Summative marking – usually consists of ticks and dots for inaccuracies and is appropriate for closed tasks or exercises.
- 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 marking comments will explicitly reference curriculum objectives and individual pupil targets, ensuring feedback is directly linked to planned learning outcomes and personalised learning needs to help the child make progress.
- Self-marking – when possible, children should self-mark closed tasks in pencil or purple pen, 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.
- Peer Marking– children should be trained to evaluate a partner's work identifying successes against learning objectives and looking for points for improvement.
- Pupil conferencing where work is marked as a group with suitable verbal feedback and next steps given either verbally or in written format.

- Where appropriate, digital platforms and tools will be utilised to provide timely and accessible feedback, supporting pupils' engagement and enabling remote or blended learning contexts.

Non-negotiable Procedures for Marking.

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.

- All marking is to be carried out in 'Great Green' or 'Powerful Pink' pen.
- All marking is to be done in a clear legible cursive hand.
- The marking code is to be followed in all cases. (see Appendix 1)
- The marking code should be accessible to all pupils in each classroom
- All pupils' work taught by teachers is to be considered by Teachers or Support Staff – this may not result in written comments or marks on the work.
- 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.
- The LO will be highlighted to indicate the pupils level of learning that lesson.

Developmental/Focussed marking:

When identifying specific success, the respective work in the pupils' books can be identified in 'Great Green highlighter'. The corresponding comment should also be written in 'Great Green'.

When identifying an area for specific improvement the respective work in the pupils' book can be identified in 'Powerful Pink' highlighter. The corresponding comment will be written in 'Powerful Pink'

or

When identifying an area for specific extension the respective work in the pupils' books can be identified in 'Powerful Pink' highlighter. The corresponding comment will be written in 'Powerful Pink'.

Pre prepared stickers providing differentiated questions may be appropriate to use for extension of learning.

- There will be **a maximum** of 2 identified specific areas for both pink and green for each piece of developmental marking.
- Feedback comments must be constructed to require response by pupils at an appropriate level of challenge and such tasks must be completed by pupils.
- 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 no more than 3 spelling corrections for a piece of work will be given.
- To manage marking stick-it notes may be used to identify where response is required, or to enable the pupil to transfer a comment forwards to the next piece of work

Self-assessment/Marking

There may be times when a pupil marks their own work, such as after a times tables test or spelling check. Children will mark or correct their own work using a suitable purple pen or

pencil. For self-assessment, the concept of identifying personal areas of strength and those to develop will be used. Much of this will be done orally. 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

The following Rate My learning scales will be used for quick, easily accessible self- assessment.



Peer Assessment/Marking

Children should be encouraged to respond to each other's work using the success criteria as guidance. Children should also use the school's agreed marking codes when marking the work of others. It should be made clear when work has been peer assessed for example, through the use of a sticker or name of the peer marker. In this instance the teacher will not additionally mark the work.

Children can also mark their own or each other's work against an answer key e.g. mental maths, arithmetic, table's tests.

This can be done in pencil/purple pen and the peer assessor's initials must be also left. This may also be done as verbal feedback or in another way appropriate for the children's age



and stage.

Responding to comments

Pupil's response to next step marking comments should be made at the first suitable opportunity and shown to a partner or adult, so that it is clear they have been completed. Teachers will monitor pupil responses to feedback to ensure engagement and understanding, providing additional support where necessary. Responses will be acknowledged through marking or verbal checks to close the feedback loop.

Rewards

As a school we want to recognise good work with verbal praise. We may also use stampers, stickers, smiley faces etc. Specific praise is essential to move learning forwards and boost the confidence and self-esteem of our young learners. If given a sticker or certificate children should be able to articulate why they are in receipt of these.

When constructing 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 success criteria?
- Can feedback be read clearly and understood?
- Does feedback indicate a next step/improvement in learning?
- Does feedback support the learner on their journey and provide, praise, challenge, encouragement or support?

Frequency of Marking

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

The Frequency and Nature of Pupil Response to Feedback

Marking frequency will be differentiated according to subject, task type, and pupil age. For example, in foundation subjects, marking may be less frequent but focused on key learning points, while core subjects will have more regular formative feedback to support progression. Work that is marked developmentally requires a response from the pupil. This is most effective when a well-crafted prompt/request for response is given and completed. Pupils need time to develop this skill at an appropriate age.

In each class sufficient time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.

In upper phase, most pupils should be able to locate, access and execute simple response tasks. They should know what they are doing to improve their learning. Pupils with SEN will need support to enable this. Likewise, tasks must be effective in improving work, yet brief in execution.

Acknowledgement of response

This should be swift and not ordinarily an open opportunity for a longer dialogue. If greater issues arise then the teacher will wish to address this with the child through another medium than feedback and response.

Marking may be done by:

- Teacher alone
- Teacher alongside child
- Teacher – pupil conferencing
- Child alone (self-assessment or marking)
- Child as part of pupil conferencing
- Other children (peer marking or pupil conferencing)
- PPA cover supervisor teachers
- Teaching Assistants (with or without the children present)
- Supply teachers (if marked by supply staff indication should be added to the child's work)

Teaching assistants may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done, then it should follow this policy and be under the supervision of the class teacher. Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of the leaflet on arrival in the school. A copy of this policy can be found on the school website and SharePoint.

Responsibilities

- 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.
- Each Curriculum Team has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise, the Inclusion Manager 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 SLT to liaise with the Curriculum Teams and to feed back to the Headteacher 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 Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

SEND and Inclusion

Assessment and feedback will be tailored to individual SEND needs, which may include verbal feedback, use of symbols, visual aids, or assistive technology to ensure full accessibility and comprehension. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response as appropriate.

Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Headteacher and SLT 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 work scrutiny as part of learning walks and Book Bingo to monitor the quality of teaching and learning in the school. In Early Phase (EYFS and Year 1) this will also include scrutiny of observational assessment and content of Tapestry. This will be triangulated with pupil conferencing to ascertain how marking and feedback supports them in understanding what they need to do to improve their learning and to make progress.

Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor 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.

Reporting to Parents

Parent will receive reports on their child at three points across the school year. These traditionally will be face to face parent consultations in October 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. Progress will be spoken of in terms of **expected, accelerated** or **below expected**. Attainment will be measured against the child's age and stage and will be considered as **expected, exceeding** the expected or below expected - **emerging**. Children with individual provision plans will have their individual targets reported on three times a year in addition to the schools three parent consultation points.

Appendix 1 Marking Codes

When marking...

I - Independent

S - Support

VF - Verbal Feedback

**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, g – for grammar

Some suggestions for developmental marking prompts

ENGLISH	MATHS
• Please add.... 3 full stops/an adverbial/a question mark etc. • Improve this sentence (highlight pink) • Now try this... grammar question • Check spelling of word with prompt e.g. l_k_ or option given like or liek • Please find a way to lengthen/shorten this sentence? (highlight/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.....	• Please add ... your method/a number line • How could you check this? • Now try these..... • If the answer was ... what could the question be? • 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 2 Summative Assessment

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

Strategy	Purpose
<u>Statutory Assessments:</u> Pupils are statutorily assessed at the end of Key Stage Two. Statutory assessments include • Reception Baseline Assessment on entry to Reception • EYFS Profile at the end of Reception • Year 1 Phonics Screening Check (and retake in Year 2 if required) • Year 4 Multiplication Tables Check • End of Key Stage 2 national curriculum tests in Reading and Mathematics, and teacher assessment of Writing and Science.	To provide a summative end of key stage attainment result. It is a national yardstick against which to compare children's performance
<u>National Non-Statutory Tests</u> (In-Year Teacher Assessments) Commercially Produced Tests (e.g. Rising Stars, NFER, Twinkle, 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.
<u>Baseline Assessments:</u> All pupils in Reception complete the statutory Reception Baseline Assessment (RBA) within the first six weeks of starting school.	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.
<u>End-of-Year Teacher Assessments:</u> Teacher assessments are made for pupils in all year groups at the end of Years 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.
<u>Class Tests:</u> Created by an individual teacher (or year group) and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests).	To improve pupils' skills and establish what they have remembered or learnt so far.
<u>End-of-Key-Stage Teacher Assessment:</u> 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.
<u>Knowledge organiser</u> A set of questions children complete about a topic to inform planning and seek a starting point. Repeat at end of unit to see how far learning has moved on and how much knowledge gained.	To see how far learning has moved on and how much knowledge gained.

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
<u>Planning:</u> Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.	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.
<u>Sharing learning objectives with pupils:</u> Pupils know and understand the learning objective for every task.	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.
<u>Pupil self-evaluation and peer evaluation:</u> 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. Teachers will provide explicit instruction and modelling to develop pupils' skills in self and peer assessment, including the use of success criteria and constructive feedback language.	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.
<u>Feedback:</u> This must be meaningful, manageable and motivating.	Tracks progress diagnostically, informs the pupil of successes and weaknesses, provides clear strategies for improvement and is mainly oral .
<u>Target setting:</u> Targets set for individuals, over time, for ongoing aspects – e.g. writing.	Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.
<u>Celebrating Achievement:</u> 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.	Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily.