



Assessment, Marking and Feedback Policy

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INTRODUCTION

At the Cranham and Christ Church C of E Primary Schools, we believe that consistent and focused feedback and marking enhances children's learning. The best marking engages children as active participants in their learning and provides personalised help and guidance. Therefore, all those with a role in the teaching process, will mark work diligently and give effective feedback. This is an essential part of the assessment process and is referenced in the teacher standards.

RESEARCH

This policy is based on the well-established research by Black, P. & Wiliam, D. (1999 Assessment for Learning: Beyond the Black box) and more recent research carried out by the Education Endowment Fund (see Appendices 1 and 2).

AIMS

All feedback and marking should be meaningful, manageable and motivating, and should serve a single purpose - **to advance pupil progress and outcomes**.

We mark children's work and offer feedback in order to:

- Show that we value their work, and encourage them to do the same
- Give them a clear picture of how far they have come in their learning, and identify next steps
- Promote self-assessment, enabling them to recognise their own strengths and areas for development
- Support ongoing assessment that informs our future planning.

The purpose of this policy is to make explicit how teachers assess children's progress, mark children's work and provide feedback. This policy also recognises the important role children play in peer and self-assessment enabling children to become reflective learners and to close the gap between current and desired performance.

An assessment, marking and feedback policy provides opportunities to promote consistent standards of marking and common assessment methods from one teacher to another.

VERBAL FEEDBACK

Verbal feedback may be teacher to pupil, pupil to teacher or pupil to pupil. Verbal feedback during a lesson is considered to be the most effective type of feedback, as it enables pupils to respond immediately, and allows teachers to adapt teaching accordingly within the same lesson. Where verbal feedback has been given this need

to be recorded in books through the use of the VF code. There should be a very brief indication of the subject of the discussion (e.g. 'adverbs', 'layout', 'exchanging'). Children's responses to feedback will be visible in the books in 1 or more of these ways:

- VR code used to show pupil verbally explained their learning
- Improvements in the quality of their work subsequent to the VF code
- Specific tasks completed in red/purple pen

WRITTEN FEEDBACK



Marking is used to advance individuals both by identifying next steps and motivating pupils to improve. Marking is only relevant when it is achieving either of these goals and there is no requirement for all work to be marked in detail. Self-marking is an effective tool and peer marking can be excellent for promoting discussion about learning and outcomes.

It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding:

For slips, it is often enough to simply indicate where each slip occurs, with pupils given time pupils to correct them;

If errors demonstrate lack of understanding, the teacher may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange same day intervention (scoop groups) while for a large number of pupils, the errors will be addressed in the next lesson.

Wherever possible, it is best to use symbols to ensure that all children can access distance marking. The following symbols are used to highlight children's successes and their areas for development:

	Christ Church	Cranham
Recognising success	Wow!	
Suggesting areas for development (next steps)	Now:	
Pupils respond using...	Purple polishing pens	Red polishing pens

Most next steps should require children to act to improve their work or to show their understanding of the next step through a further task. Where a next step asks pupils to edit their work or further develop an aspect, pupils respond using a red/purple

'polishing pen'. When this cannot be done during the same lesson, time for pupil responses is given at the start of the next day or lesson. Teachers should consider whether pupils need additional input or support to address the next step and utilise the response time to provide this. Teachers might group children with similar next steps and provide a short scoop group session, perhaps with a TA.

SELF MARKING

Self marking is an effective tool and peer marking can be excellent for promoting discussion about learning and outcomes. The aim of self marking is to ensure that pupils are actively engaged in the reflection process. It requires a level of training and, crucially, an effective culture in the classroom so that pupils feel safe about making mistakes. The expectation is that teachers will review work that has been marked by children frequently to ensure that it is accurate and that any additional support that is required can be put in place.

TURNING CHILDREN INTO EFFECTIVE EDITORS!

The marking described above refers particularly to the learning objective and success criteria being specifically taught in each lesson. However, we also need to teach children to habitually check their own work for small, technical errors. In our schools we use margin marking to gradually increase pupil independence in tackling spelling, punctuation and grammar errors.

The following approach is used for this

- Year 2 (Spring term) & Year 3 - P, G, S in the margin with underlining to draw the eye
- Year 4 - PGS in the margin no underlining to support
- Year 5 - *** in the margin with underlining to draw the eye
- Year 6 - *** in the margin no underlining to support

P - Punctuation

G - Grammar

S – Spelling

Teachers should use their judgement regarding the use of this approach, so that children are not overwhelmed by feedback.

SUMMATIVE ASSESSMENT

Data snap shots are taken from INSIGHT Tracker five times a year to assess a pupil's current attainment and depth of understanding. All data is inputted regularly with data deadlines for staff at the end of each term.

Information is used to:

- inform senior leaders, subject leaders and Governors of the school's current strengths and weakness, enabling them to act accordingly
- inform staff progress discussions ensuring all children are appropriately planned for

COMMUNICATING ASSESSMENT INFORMATION WITH PARENTS

For children in Years 1 – 6, objectives covered to date for English and Mathematics are shared with parents twice a year at parents' evenings. Targets for Reading, Writing and Maths are then set for each child. For children in Reception, reference is made to progress against Early Learning Goals.

All parents receive an annual written report once a year. This includes a full breakdown on objectives achieved related to depth of understanding for each subject as well as individual comments on attitudes to learning and next steps

In addition to the statutory assessments, the school has chosen to complete a non-statutory base line assessment of children in reception.

NFER reading tests are completed twice a year for children in Years 2 - 6 and once a year for children in Year 1. Spelling tests are completed annually for children in Years 1-6

To ensure accuracy all staff participate in 'book looks' and moderation events, included those organised by a local cluster of schools.

APPENDIX ONE - CODES FOR MARKING

S	Supported. With support from a teacher or TA – with initials
I or Ind	Independent
G	Guided work – working together with an adult.
VF	Verbal Feedback with a comment to indicate the content of the discussion
VR	Verbal response from a pupil
Supply	Supply teachers to write supply and their initials.