



# St George's Primary School

## **ASSESSMENT, MARKING AND FEEDBACK POLICY**

**January 2022**

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**Policy readers should also refer to:**

- **Learning and Teaching Policy**
- **EYFS Policy**
- **Subject Progression Grids**
- **SEND Information Report**

## **Section One: Principles and Rationale**

At St George's Primary School we believe that effective assessment is crucial to our success. If we are to ensure that our learning and teaching is effective, we have to make sure that our assessment policies are meaningful to pupils, parents and staff.

We fully embrace the key principles of assessment outlined by the Department for Education (see appendix A) that assessment should:

1. Give reliable information to parents about how their child, and their child's school, is performing
2. Help drive improvement for pupils and teachers
3. Make sure the school is keeping up with external best practice and innovation

We believe that assessment in our school should;

- Provide information that is purposeful, reliable and relevant to children, parents and staff.
- Be focused on learning.
- Actively involve children and motivate them in their learning.
- Ensure that we can monitor every child's progress, to guarantee achievement for all. Our aim is to ensure that there is no discrimination or patterns of unfairness in children's attainment and achievement.
- Celebrate progress and achievement.
- Inform our learning and teaching.
- Help us to set targets and ways forward.
- Be benchmarked against national indicators and moderated with the support of local schools and the local authority.

We define assessment, marking and feedback as:

### **Assessment**

This is the process by which staff, children and parents evaluate children's learning. Sometimes this can be measured and reported against age related expectations.

Assessment should make children successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their knowledge, skills and understanding in order for them to achieve their maximum potential. Assessment must never lower expectations.

### **Feedback**

Feedback is central to how we develop teaching and learning at St George's Primary. It can be delivered orally or in writing. It can be delivered before, during and after a lesson. What is important is that it informs children about their progress and helps them to understand their learning better and improve. At St George's Primary we are working hard to develop high quality feedback principles that are focused on children having the opportunity to respond to their feedback. Feedback should be as immediate as possible and not rely on extensive written marking.

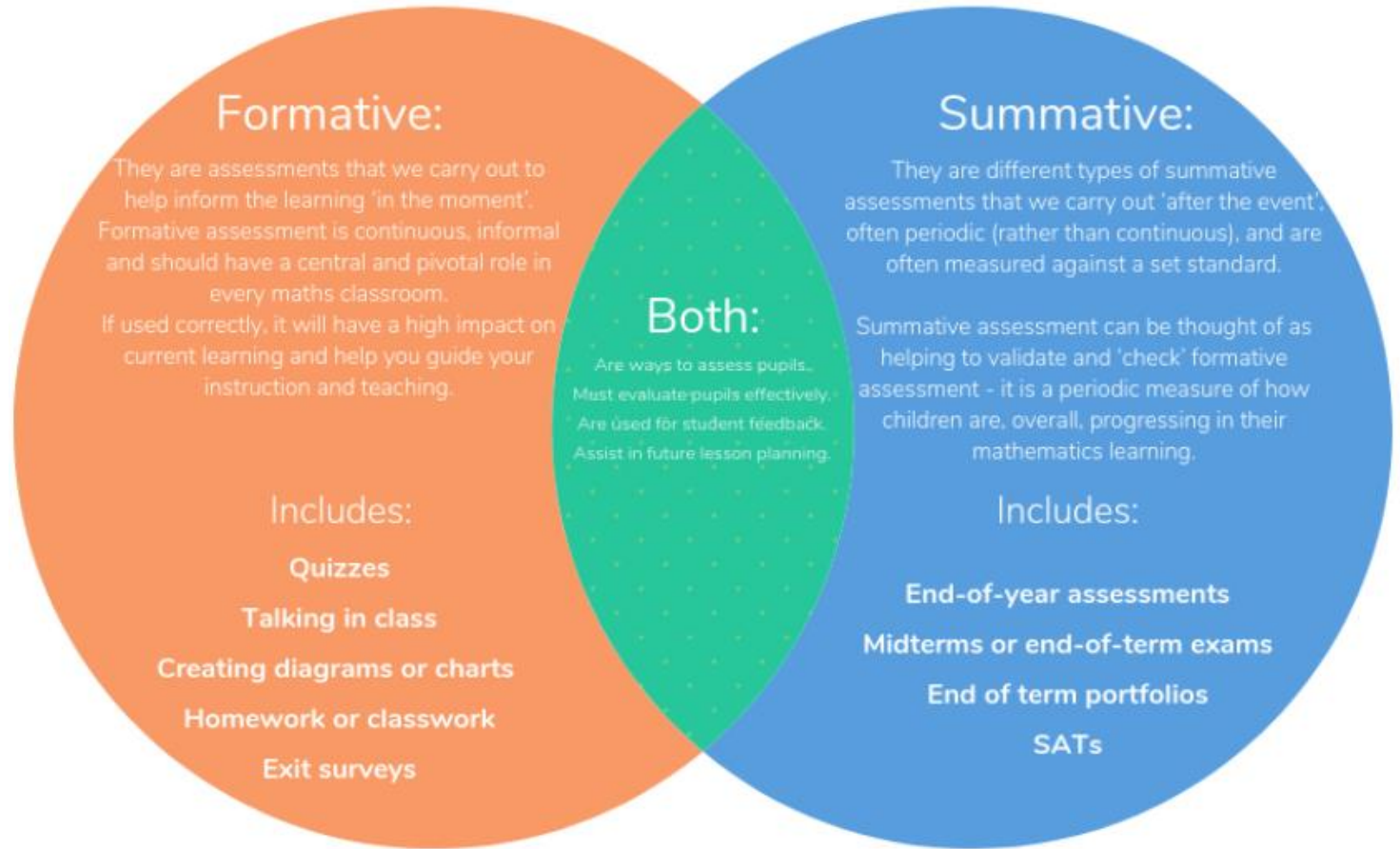
It is the quality of the feedback process that is important.

### **Marking**

Marking is a form of feedback. It is the formal written comments or markings made in children's books about their work. Marking is part of our feedback strategy. It can be done by the class teacher or teaching assistant or on occasions by children themselves or their peers. Marking should be purposeful, immediate and provide clear feedback. We expect every piece of work to be reviewed by class teacher but very few pieces of work will have detailed marking. This is not necessary, manageable or the best way to provide feedback.

## Section Two: Assessment Principles at St George's

Assessment is simply an evaluation of learning. Outcome of assessment is what can be done to help children learn as well as they can. Assessment is often described in two approaches that should be viewed as inter dependent not exclusive. Tim Handley notes the relationship in his blog on assessment:



### 2.1 Formative Assessment

This assessment involves us developing an informed view of our children's progress. In simple terms it helps us **form** a judgement about a child's progress and achievement. It is also underpinned by several other key principles;

1. Assessment should provide a clear indication of what a child has learnt and achieved. Put simply, it should tell us what knowledge and skills they have learnt and what progress they have made.
2. Assessment should indicate the 'next step' in learning. The assessment should inform what we teach next. This informs our planning. We have established clear progression grids for all subjects to support this.
3. Assessment should be regular and informative. Our aim is that formative assessment is as immediate as possible.
4. Every child should be actively aware of their achievement; their progress and the next steps in their learning. This can be developed through models of self-assessment and peer assessment.

The evidence proves that effective use of formative assessment has a significant impact on children's learning.

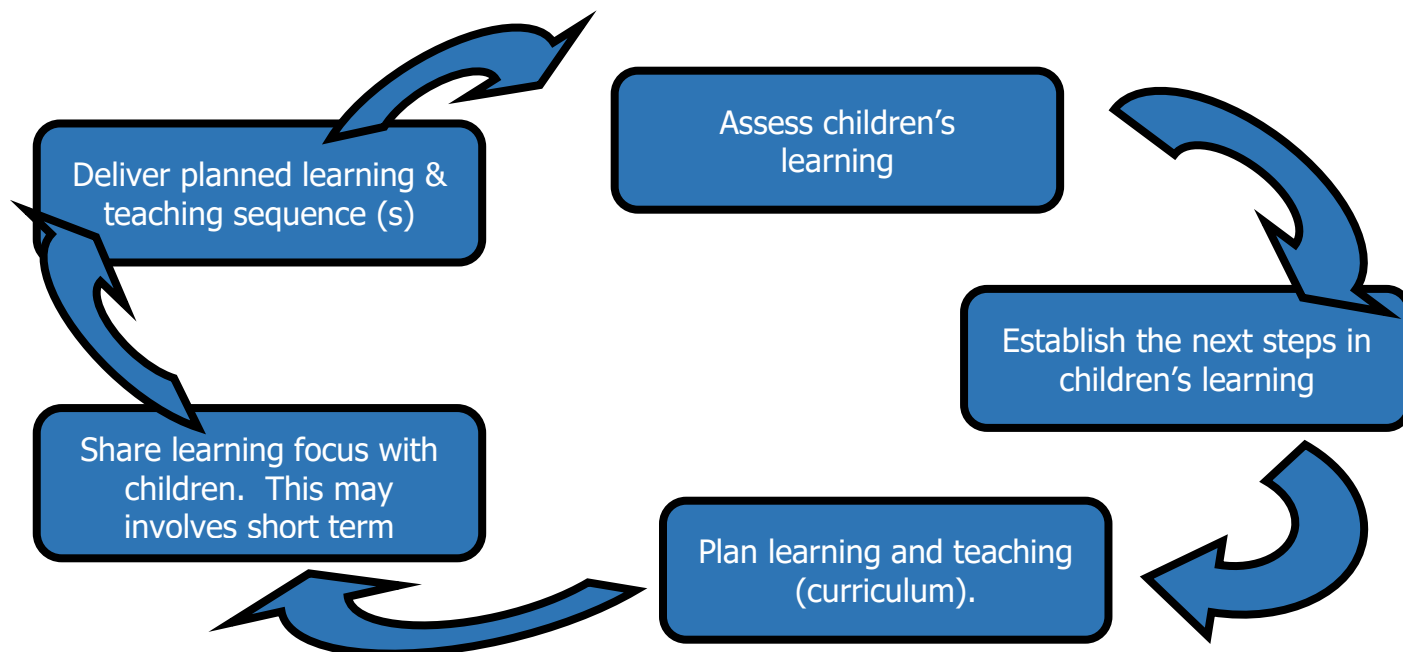
### 2.2 Summative Assessment

This type of assessment is traditionally referred to as testing or measured assessment. We prefer to focus on regular assessments. It helps us answer questions such as:

- Have our children retained knowledge and skills from their class-based learning?
- How are our children performing against age related expectations and national trends?
- Can our children apply their learning to different questions and contexts for learning?
- Does a child's performance match their ability in class? What factors may be affecting this?

This gives teachers, children and parents a 'snapshot' of children's attainment. It is used to measure or compare attainment. It can provide reliable information over time and is comparable.

At St George's Primary School, the majority of our efforts focus on Formative Assessment, as we seek to improve our children's attainment and achievement at Primary School.



### Section Three: Measuring Performance

#### 3.1 Reporting and Recording Outcomes from Assessments

The national curriculum specifies end of key stage expectations. At St George's Primary we have mirrored the expectations of the national curriculum and will report to children and parents on whether their child is working at age related expectations. These age related expectations have been published for each subject on the school's website. Any reporting of assessment levels is a guide. It is comparative measurement using formative and summative assessment approaches.

At St George's Primary this will be reported as follows:

- Your child is working **below the standard (WBS)** for their age-related expectations (would have a gap of more than 12 months from their age-related expectations).
- Your child is **working towards (WTS)** age related expectations (within 12 months of their expected standard)
- Your child is **working at expected (EXS)** age-related expectations
- Your child is **exceeding (EXC)** age-related expectations. This means they are secure in their learning and showing mastery of their age-related expectations. They may be achieving in aspects of the curriculum that are above their age-related expectations. **This standard is only for core subjects because it aligns to DfE end of key stage examination reporting.**

It must be remembered that these are end of year expectations. A child on track would be

- Working at expected standard at the end of **Autumn Term** if they have achieved 1/3 of their key objectives.
- Working at expected standard at the end of **Spring Term** if they have covered 2/3 of their key objectives.
- Working at expected standard at the end of **Summer Term** if they have achieved all of their key objectives.

Throughout primary education children's learning is assessed. Sometimes that is part of national testing. Most of the time is through regular assessments. The majority of assessment is class based with the teacher using a range of formative and summative assessment techniques to inform their judgement on a child's learning and achievement.

At St George's we conduct termly assessments. These include:

- Accelerated reader
- Phonics screening
- Summative reading tests
- Summative mathematics tests
- Intervention data from sources such as Lexia

These assessments are moderated through:

- Moderation with other teachers in their year groups..
- Work with Wallasey Alliance Partner Schools.
- Focused moderation with senior leaders and class teachers across the school

### 3.2 Making an Informed Judgement Using Assessment Information

Our assessment processes should enable us to provide an informed analysis about our children's attainment. Moreover, it should ensure that we can monitor every child's progress, to guarantee achievement for all.

A formative judgement should not be reliant on a test. It should be developed through an analysis of children's independent work. We will compare this against focused assessment tasks including testing to ensure that we have a complete picture of children's learning.

We fully accept that we have to ensure that children are able to perform in national tests and understand the responsibility and accountability associated with national tests and assessment procedures.

Over time, teachers and other members of staff will collect evidence regarding a child's performance. It is crucial that we evidence the **depth of learning** across the subject areas. For example:

- If we are assessing a child's ability to multiply, we must look at their efficiency, recall, ability to work independently and their understanding of how to apply that method in a range of contexts over time.
- If we are looking at children's understanding of grammatical rules (speech marks for example), they must apply that across all their writing, not just in a specific English lesson.
- If we are assessing children's scientific knowledge (forces for example) they must be able to apply this when working scientifically not simply recall knowledge in a test.

### 3.3 Recording Assessment Outcomes on Scholar-Pack

We use a data package called Scholar Pack. The organisation of the data is personalised to the school's curriculum and aims.

We use Scholar Pack to:

- Record **all key summative information** to track children's attainment and progress over time.
- **Some benchmarked formative** information. We track formative data for a small number of pupils and use this to benchmark assessment judgements for other pupils.

#### 3.3.1 Summative Data and Core Subjects

We record termly data for core subjects of reading, writing, mathematics and Science using the following statements.

- Your child is working **below the standard (WBS)** for their age-related expectations (would have a gap of more than 12 months from their age-related expectations).
- Your child is **working towards (WTS)** age related expectations (within 12 months of their expected standard)
- Your child is **working at expected (EXS)** age-related expectations
- Your child is **exceeding (EXC)** age-related expectations. This means they are secure in their learning and showing mastery of their age-related expectations. They may be achieving in aspects of the curriculum that are above their age-related expectations. **This standard is only for core subjects because it aligns to DfE end of key stage examination reporting.**

We may also collect other relevant summative data. Examples include

- Phonics stages
- Reading Ages
- Standardised verbal or non verbal reasoning if relevant to child's assessment

#### 3.3.2 Summative Data and Non Core Subjects

We record termly data for subjects termly (three times a year) if they have been taught, using following statements:

- Your child is working **below the standard (WBS)** for their age-related expectations (would have a gap of more than 12 months from their age-related expectations).
- Your child is **working towards (WTS)** age related expectations (within 12 months of their expected standard)
- Your child is **working at expected (EXS)** age-related expectations.

**Note that there is no national exceeding or higher standard for non-core subjects.**

**We will ensure that end of year mark book assesses achievement over the year.**

### 3.4 Making an Effective Use of Formative Assessment Information

All subjects areas now have progression grids that highlight key checkpoints for learning. These have been compiled with reference to national associations, NCETM, Literacy Counts etc. Aim of the progression grids is to:

- Ensure the ambition of curriculum through planning aims.
- Allow us to assess quality of learning in our curriculum.

All of our progression grids are added to Scholarpack. We will use formative statements as a benchmarking exercise. Each class/groups will benchmark a small group of children using formative statements on Scholarpack. This will be done per requirements below:

<b>Core Subjects</b>	<b>English</b>	Reading	<b>5 children</b> tracked for whole year. <b>Termly formative assessment</b> recorded on scholarpack.  Link to planned moderation.
		Writing (includes spelling and grammar)	
		Spoken Language/Oracy	
	<b>Maths</b>		
	<b>Science</b>		
<b>Non Core Subjects</b>	<b>Humanities</b>	History	<b>3 children</b> tracked for whole year.  <b>Twice a year formative assessment</b> recorded on scholarpack.  Link to planned moderation/360s/subject reviews
		Geography	
		R.E (not NC specified)	
	<b>Creative Arts</b>	Art and Design	
		Music	
		Design Technology	
	<b>Computer Science</b>		
	<b>P.E</b>		
<b>PSHE (not NC specified)</b>			
<b>Modern Foreign Languages (KS2 Only)</b>			

### 3.5 Establishing Targets for Performance

Summative and formative data should be used to drive high ambition for children.

Using a range of assessment data, we will set specific ambitious targets for children as they progress in the school. These are not set up to create pressure for children or simply generate statistical data. They will provide us with a means of meaningfully discussing our ambition for all pupils.

### 3.6 Sharing and Reporting Assessment Information with Parents and Carers

Our aim is to share with parents and carers, how well their children are learning and progressing. Data should be used as part of that information.

We are working with Scholarpack to develop a platform that allows parents to regularly access assessment information about their child. We hope that will be available by the end of 2021.

Assessment information will be shared with parents on annual cycle through:

Autumn Term parents' evening

- Spring Term parents' evening
- End of year annual report

As well as information from the school's assessment systems, parents and carers will also receive information on National testing and assessment. This will include:

- End of EYFS attainment against Early Learning Goals (ELGs).
- Key Stage One phonics reading screening outcomes in Year 1 and in Year 2 for children who don't make the standard in Year 1.
- End of Key Stage One standard attainment reporting for English reading, English writing, maths and science.
- Year 4 Outcomes for Mathematics Multiplication Tables check (test in the Summer Term).
- End of Key Stage One standard attainment reporting for English reading, English writing, maths and science.

### 3.7 Assessment in Early Years (EYFS)

In September 2020 St George's became an early adopter for **EYFS Development Matters framework**. All children are assessed against this framework in foundation 1 (nursery) and Foundation 2 (Reception).

This has changed our EYFS curriculum and assessment. Areas of learnings are:

	Area of Learning	Aspects of Learning
<b>Prime Areas of Learning in EYFS</b>	<b>Communication and Language</b>	Listening, Attention and Understanding
		Speaking
	<b>Personal, Social and Emotional Development</b>	Self-Regulation
		Managing Self
		Building Relationship
	<b>Physical development</b>	Gross Motor Skills
Fine Motor Skills		
<b>Specific Areas of Learning in EYFS</b>	<b>Literacy</b>	Comprehension
		Word Reading
		Writing
	<b>Mathematics</b>	Number
		Numerical Patterns
	<b>Understanding of the World</b>	Past and Present
		People, Culture and Communities
		The Natural World
	<b>Expressive Arts and Design</b>	Creating with Materials
		Being Imaginative

Development matters are organised to ensure that children are secure in the stages of their learning from birth to end of Foundation 2.

Development matters states that assessment must secure learning:

*The guidance can help you check that children are secure in all the earlier steps of learning before you look at their 'age band'. Depth in learning matters much more than moving from one band to the next or trying to cover everything. A child's learning is secure if they show it consistently and in a range of different contexts. For example, it is important to give a child many opportunities to deepen their understanding of numbers up to five. There is no value in rushing to 10.*

#### Key principle number 5 on assessment states:

##### Assessment: checking what children have learnt.

- *Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.*
- *Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.*
- *Accurate assessment can highlight whether a child has a special educational need and needs extra help.*
- *Before assessing children, it's a good idea to think about whether the assessments will be useful.*
- *Assessment should not take practitioners away from the children for long periods of time.*

#### Key principle number 7 regarding partnership with parents, states:

- *It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.*
- *This includes listening regularly to parents and giving parents clear information about their children's progress.*

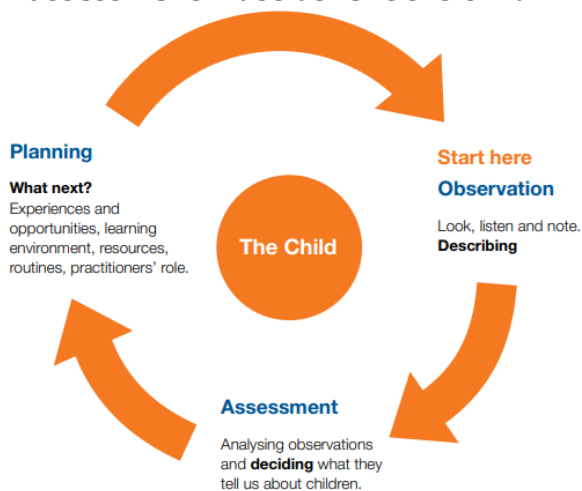
We fully embrace these principles in our assessment practice.

Development Matters has 3 broad **check points** for assessing children's development. They are

- Birth to 3 year olds
- 3 to 4 year olds
- 4 to 5 year olds resulting in achieving Early learning Goals



## All assessment must benefit the child.



Main body of assessment in Early Years is formative assessment. We will capture outcomes against the key checkpoints.

Each child will have their own online learning journey to capture their learning. We use a software program called ILD to achieve this. Staff will capture their observations of children, discussions, questioning and feedback. Capture in photographs, videos and observation notes from practitioners.

We will not expect staff to maintain extensive or additional written records.

At the end of nursery and Reception we will record summative data on Scholarpack against key checkpoints for children.

We will continue to assess children who haven't achieved Early

Learning Goals by the end of Reception during the Autumn Term of year 1.

Parents will receive reports on key checkpoints at the end of nursery and Reception.

Parents will receive information on their child's progress throughout the Foundation Stage and an end of Early Years Foundation Stage (EYFS) Report at the end of foundation 2.

EYFS staff may also collect summative data on reading ages and phonic stages.

Specific data may also be collected for children with special educational needs such as Speech and Language.

### EYFS Assessment, reporting and data collection cycle

<b>October</b>	<b>National submission Reception Baseline Assessment (RBA)</b> <b>Internal baseline of all new starters F1 and F2</b> <b>One page initial snapshot / review snapshot for F1 and F2 September starters and F1 January starters</b>
<b>January</b>	<b>On track / not on track discussion and next steps key children in F1 and F2</b> <b>Parents meeting F1 and F2 (excluding new F1 starters)</b>
<b>Feb Half Term</b>	<b>Mid-year review progress check and internal data collection all F1 and F2</b> <b>Baseline F1 January starters</b>
<b>April</b>	<b>On track / not on track discussion and next steps key children in F1 and F2</b> <b>Parents meeting all F1 and F2 pupils</b>
<b>May</b>	<b>Progress reviews F1 and F2</b>
<b>July</b>	<b>Summative data F1 (all pupils progressing to F2)</b> <b>Summative National data collection EYFS Profile</b> <b>End of year report to parents F1 progressing to F2</b> <b>One page 'snap shot' F1 continuing</b> <b>End of year report to parents all F2</b>

## 5. Moderating and Reviewing Our Assessment Judgements

It is absolutely essential that our assessment processes are accurate and rigorous. We should be sharing reliable and accurate information with children, parents and colleagues. High quality assessment should also be identifying gaps in learning that teachers and other staff can address to give children the best possible support.

To ensure that our assessment data is accurate, we have developed the following processes.

1. **Mapping Progression.** Using the national curriculum guidance and working with national associations we have developed relevant progression grids for each subject area. These are used by staff across the school and are viewed as working documents that must be relevant to our curriculum as well as national expectations.
2. **Training and Moderation.** Staff have received detailed training on subject age-related expectations and assessment. Time is provided to within subject teams to evaluate learning and compare assessment standards. This promotes understanding and consistency. Moderation activities also take place in focused termly staff and band meetings. During transition staff from different year groups also work together so assessment data is reviewed and understood.
3. **Moderation by Subject Leaders.** Standards are moderated termly in all core subject areas by senior members of staff. This involves whole class book and data reviews with detailed feedback given to staff on moderation findings. Feedback is provided for individual teachers and across the whole school. If necessary, data judgements are changed on the school's data tracking system (Scholarpack). Detailed discussions also take place as part of pupil progress reviews and performance management reviews.

Annually, lead teachers for subject areas will moderate samples of work with a senior member of staff to ensure accuracy and promote the highest standards of learning and teaching in that subject area. For example the lead teacher for history may work with the head teacher looking at 6 books for every year group. This feedback will be whole school. If any particular issues arise regarding the moderation of standards, that will be addressed with individual members of staff.

4. **Moderation with Local Schools.** Staff from the six local primary schools meet three times a year to moderate standards in reading, writing and mathematics. They meet in year groups and undertake focused moderation of a sample of children's work. End of key stage moderation is also conducted in depth at the end of the Spring term for Foundation 2, Year 2 and Year 6

Aim of these sessions is to promote consistency, best practice and innovation.

Members of the leadership team meet frequently to review their individual subject areas. Focused school to school reviews for subject areas also take place six times a year. This involves senior members of staff from two schools working together to review best practice in core and key subject areas. Detailed whole school feedback is shared with staff and governors.

## 5. Statutory Moderation

Our school is subject to local authority moderation of standards in the Foundation Stage, Key Stage One examinations and Key Stage Two writing (samples of school's are moderated annually). Moderation is undertaken by local authority officers with staff from St George's Primary School. All feedback is shared with staff and governors. If necessary, data judgements are changed on the school's data tracking system (Scholarpack).

## **Section 4: Feedback and Marking**

This section details the school's expectation for feedback and marking. This should be clear to all staff, parents and children. The sole purpose of feedback and marking is to support children with their learning. It is the quality of the feedback process that is important.

We know that feedback is central to high quality teaching and learning. We have used visible learning and Education Endowment Fund evidence to mould our feedback practice.

### **4.1 Feedback Principles**

Feedback is central to how we develop teaching and learning at St George's Primary. It is at the heart of how we develop our RESPECT approach to learning powers (resilience, empathy, self-awareness, positivity, communication, excellence and teamwork). It should be delivered as immediately as it can be delivered orally or in writing. It can be delivered before, during and after a lesson. What is important is that it informs children about their progress and helps them to understand their learning better and improve.

At St George's Primary we have worked hard to develop high quality feedback principles that are focused on children having the opportunity to respond to their feedback. We have developed these through our professional learning community (PLC) work on assessment.

Feedback is delivered in a variety of ways. It can be through:

- Verbal feedback to individuals, groups or even a whole class.
- Modelling how to make improvements, so children can practise how to get better.
- Providing diagnostic written feedback that allows children to understand strengths and areas for improvement that they can action.

Important aspects for feedback in St George's are that feedback:

- Must build on current achievements. We can make improvements if we can visualise success.
- Is as immediate as possible. Feedback should be continuous within learning.
- Allows children to apply that feedback and make improvements.
- Is clear and well communicated.
- Enables children to improve. They need to know how to get better.

We will practise this in a variety of ways and are refining these in our year groups, subject areas and through our PLC.

### **Hierarchy of Approaches**

- Adults must be observant in lessons and give feedback as early as possible. This could be through verbal feedback, modelling etc.
- Feedback must be followed by students having time to apply that feedback and make improvements. That includes use of editing.
- All lessons and group sessions should have a feedback loop using success criteria.
- Ensure that proof reading is used so adults are not feeding back on errors caused by simple mistakes, lack of care etc. Adults should feedback at their point of impact and focused on core learning.
- Prefer staff to use feedback sheets to assess learning rather than extensive written marking. Included some examples that we have practised in the appendices.
- Marking for accuracy should be undertaken by children. Class teachers and TAs should validate their work and check if their marking of calculations, spelling, phonemes etc is correct.
- Promote self assessment and reflection using Learning Focus and S2S (Success criteria). This can also be applied with rubrics and other tools.
- Written marking should be evident in extended writing and used to help children make improvements in other books, but this will be used sparingly. Written marking can be a lot of work for the teacher with minimal response by the child.
- We will develop innovation in feedback. Examples include use of Mote extension for google classroom feedback.

### **4.2 Marking Guidance**

Written marking is one of our strategies but not the most important aspect of our feedback work. Written marking can be effective if:

- Applied after children have applied proof reading and self marking for accuracy.

- Only relates to personalized feedback. Whole class feedback or large group feedback should be delivered whole class.
- Staff consistently apply the written feedback marking codes for clarity and consistency.
- Children have a chance to read, question and respond to any written feedback.
- Our expectation for written feedback is that:
- All core subject books will be reviewed with opportunities for written feedback :
  - Twice a week for maths and English.
  - Weekly for science.
  - Weekly for non core subjects (suggest sampling of 10 on rota).

**Books must be checked. We cannot allow misconceptions to be embedded.**

### 4.3 Use of Feedback Sheets

Staff must use feedback sheets to capture feedback. Feedback sheets allow us to capture feedback and action points over a class. Staff use the medium term plan as their starting point. Often focus on:

- Success in relation to Learning Focus (LF) and Success Criteria (S2S).
- Adult identifying misconceptions that have arose in lesson or relating to prior learning.
- Assessment of successes in learning related to LF and S2S.
- Areas for improvement. Crucially adults diagnostically identify what has caused any barriers to learning.
- What strategies they need to apply to be successful in the future (something has to change)?

### 4.4 Lesson features that support effective feedback

1. Key principle is that **feedback involves response**. Children must have time to respond to feedback. This can be orally, making corrections, editing, extending their work etc. Feedback without an opportunity for response will not impact on learning. **Responding to feedback should be a regular routine not a planned event.**
2. The overall learning objective for each lesson is clear. Lessons need a Learning Focus (LF). This doesn't have to be shared at the beginning of the lesson or recorded as a title but the learning aims should be clear. Practitioners will decide the most appropriate way to share their learning focus.
3. Steps to success should be used to detail the success criteria for a lesson. In our best lessons the success criteria is generated together by staff and children. Feedback is then focused on success criteria.
4. Feedback is ongoing and as immediate as possible. Children should be actively engaged in feedback and responding to that feedback during or after that lesson.
5. Children should be encouraged to proof read, review and check their work before receiving feedback from staff. Is it as good as it can be? Have they followed the steps to success? Have they tried to improve their work before the teacher has? Have they proofread their work, checking for basic/common mistakes? To support the school has developed proofreading codes (see appendix 6) and presentation policies (see appendix seven).

#### 4.4.1 Questioning

High quality questioning that encourages children to think deeply, make connections and reflect is central to the success of feedback. It is pivotal in promoting understanding and retention. High quality questioning to promote feedback will promote:

- **Critical thinking** that encourages children to review and analyse their work. What features make this good? How can it be improved?
- **Creative thinking** that encourages children to think deeply about their ideas and how they can be successful, improve, remember and communicate their learning.
- **Communication skills**. Research has shown that children who can communicate about their learning will develop connections and retain their learning

Ideas for developing this include:

- Allowing children time to think before they respond.
- No hands up approach to questioning. Everybody should take part.
- Ensuring that children are active in questioning through notation, note taking, responding in discussion etc.
- Using talking partners and mini groups to promote high quality discussion on success criteria, reflection, peer assessment etc.

- Practitioners asking and promoting the use of open ended more challenging questions for assessment. Training children to do this is key. For example questions that compare the difference after editing, questions that ask children to design a hierarchy for success criteria etc. Children can be challenged to justify, clarify, negotiate, analyse etc.
- Practitioners modelling and promoting attentive listening. Not interrupting, note taking, allowing time to respond etc.

#### 4.5 Ensuring Responses to Feedback

As stated in this policy, response to feedback is an expectation. It should be part of every classroom's daily routines. There are many ideas to encourage children to respond to feedback. These include:

1. Key strategy is allowing children to **edit and improve their work**. This could be through making corrections, redrafting sections, identifying ways forward for the next lesson etc. In English this has been detailed in our E1, E2 and E3 expectations (see appendix
2. **Class teacher or teaching assistant may work with a focused group** before or at the start of the next lesson to address any misunderstandings or gaps in knowledge. Children who were successful in the previous lesson may be working on a consolidation/extension task if this is at the start of a lesson.
3. Children should also be given opportunities to **review progress against steps to success** or any detailed assessment criteria that they are using.
4. Children may have an opportunity to **respond to a new task** as part of feedback. That may be the class teacher modelling common mathematical errors, grammatical misunderstandings etc. These will be a short activity to address any misunderstandings.
5. **Discussion** is a key strategy for promoting response to feedback. This may be facilitated by an adult or promoted by key questions with talking partners or mini groups. For example in reviewing a piece of work. Key statements help to facilitate this discussion such as;
  - “I can..”
  - “Even better if..”
  - “Two things that make this an impressive piece of work are..”
  - “Two things that would make this move from good to great are..”

#### 4.6 Correcting Work for Accuracy

Our aim is to try and promote accuracy in the lesson. During a lesson, practitioners should promote success and accuracy. Opportunities to do this include:

- encouraging resourceful learning (use of dictionaries, number lines, self-checking etc.),
- the use of steps to success to reinforce effective learning,
- using modelling to promote better understanding (modelling mathematical algorithms, sentence construction etc.),
- use proofreading code to encourage improvements,
- effectively using self and peer assessment opportunities,
- feedback and checking during the lesson (the most effective opportunity for feedback that results in improvement).

**Mathematical calculations** that are correct can be ticked ( ✓ ), errors should have a ● mark next to them so that the learner can re-attempt the calculation and write their correction next to it. However, if there is clearly a misconception evidenced by a significant number of errors, not all of them need to be corrected as this can be demoralising. This indicates a need for some targeted teaching to ensure that the concept is understood.

All **spelling, punctuation and grammar errors** are not corrected in every piece of work but will be noted as a future teaching point. Corrections will be appropriate to the level that the pupil is working in, e.g. spelling of words within the child's phonic phase. Children should proofread these. Class teacher or TA will highlight maximum 3 corrections by pointing these out in lesson or underlining and adding **sp** in written feedback. An example would be: captin sp

#### 4.7 Peer and Self-Assessment

Feedback is effective principles regarding self and peer assessment need to be built into the culture of learning in every classroom. Successful work relies on children being able to produce their best work by understanding the process that they are following and what their learning will look like if it is effective. They need to value the improvements that they can make.

The involvement of children in assessment is not designed to replace the role of the teacher but enhance it. If it works well learning outcomes are improved and feedback from practitioners can be used to accelerate learning.

There are lots of ideas for this. Staff should have a menu of age related idea. Ideas for promoting self and peer assessment

1. **Children are actively encouraged to undertake responsibility for their learning** as a matter of routine in their lessons by referring to:

- Steps to Success
- Proof reading code
- Presentation Policy

2. **Children are encouraged to evaluate their work in lessons against their steps to success.** This can be done in a variety of ways including:

- Simple response including thumbs up, show me how many steps to success you have included etc.
- Triangle fingers response.

- A response using a measurement of success.



- Use of Rubrics to support self and peer assessment discussions also support this.

3. **Response pens/pencils being used to:**

- Self mark
- Identify their ways forward
- Identify an improvement point
- Redraft and improve their work.
- Respond to questions/requests posed by their class teacher/teaching assistants such as: *"What have you learnt?"*
- *"What made the biggest improvement to your work?"*
- *"What did you find easy?"*
- *"What did you find difficult?"*
- *"Text me a message about your learning today (no more than 180 characters)."*
- *"Find one important area for improvement and highlight it."*
- *"Circle your best idea for our learning wall."*
- *"What vocabulary do you need to remember?"*
- *"Leave me a post it note with a question for tomorrow's lesson."*

4. For **peer assessment** we advocate the same principles as above but recommend the use of post it notes using specific statements such as

"I like.....because....."

"They have used these steps to success.."

"Even better if.."

"Two things that make this an impressive piece of work are.."

"Two things that would make this move from good to great are.."

Or questions for their peers to respond to, such as:

*"Why did you choose to do this?"*

*"What would you change?"*

*"Can you improve this sentence?"*

*"Can you solve this mathematical problem?"*

#### **4.8 Interventions and Feedback**

All of our interventions rely on high quality feedback and regular interaction to help accelerate children's achievement. Expectations are:

- Planning and Assessment for interventions such as Lexia, number counts are based on personalised learning with individual children.
- The practitioner and child reflect together. Verbal feedback is given throughout the sessions. Impact of the adult will often be determined by the effectiveness of the feedback.
- Often specific records are kept (reading running records, phoneme checks, mathematical fluency checks etc).
- Verbal feedback is given at the end of each session as part of the routines for those sessions.
- If sessions are delivered by teaching assistants, they may mark the work for accuracy. Teaching Assistants should always mark books using the school's marking code in the sessions or lesson.

#### **4.9 Special Educational Needs and Disabilities (SEND) and Assessment**

For some children assessment and feedback will need to be adapted to ensure that they are supported with their SEND needs. This may mean that feedback is delivered orally, recorded, larger font used, additional support provided etc. Our starting point is that as practitioners we need to ensure that assessment and feedback meets our children's learning needs. All reasonable adaptations will be made.

Some children may need to be assessed using pre key stage national assessments (see Rochford Report) or other measurements (non-verbal reasoning for example) to ensure that their learning needs are fully understood and managed and reported to their parents and carers. This is vital for children who are working well below their age-related standard.

For national tests, some children may require additional time and support. Our Special Educational Needs Co-ordinator will liaise with the head teacher to ensure that this is managed in the children's best interests, whilst following national guidance for SEND support stipulated by the School's Standards and Testing Agency (STA).

#### **4.10 Early Years and Feedback**

Observations, discussion, questioning and feedback are fundamental to Early Years Teaching. Practitioners record their observations of children's learning daily.

Within lessons **oral feedback** is used with children to develop:

- **Dispositions for learning** (self-awareness, listening and learning how to respond to others).
- **Communication tools** (listening, attention and response).
- **Physical development** (developing motor skills and control).
- **Specific learning knowledge and understanding** (formation of letters, phonics recognition, counting strategies etc).

The focus is that feedback is immediate and personalised with clear direction for improvement. This will usually be led by a learning challenge or question. For example a child may be asked do they think how they could adapt an idea in role play, improve a design idea, grip their pen better, use different materials to construct a shelter etc.

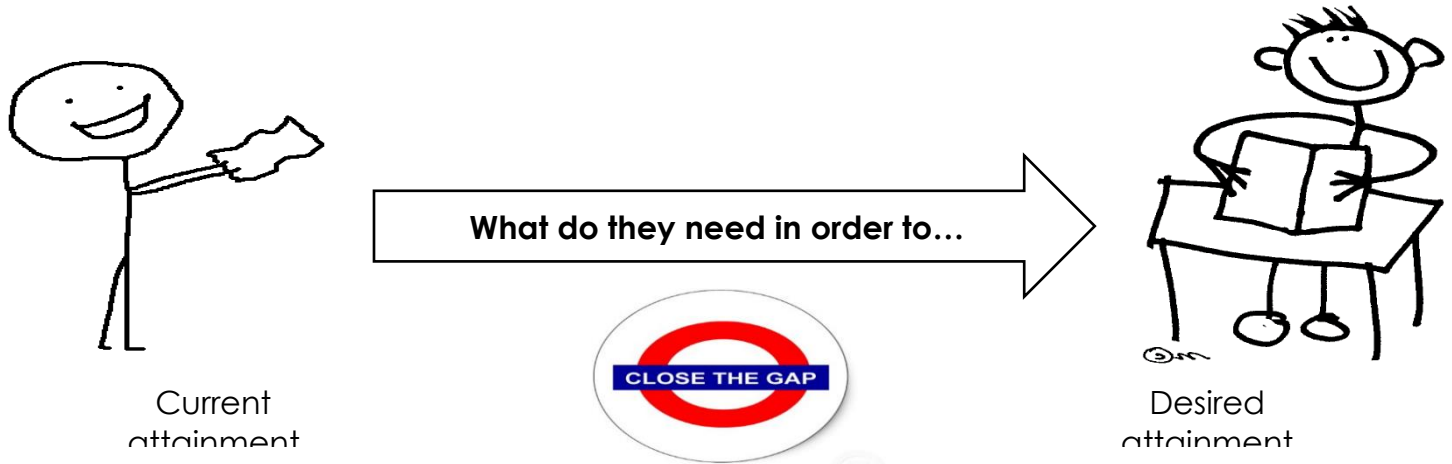
Central to the success of any feedback in Early Years is ensuring that children understand what has been said and have the opportunity to respond to any feedback and make improvements.

**This can be very supportive in all subjects but especially using E1, E2 and E3 editing framework in appendix 8.**

## 4.11 Curriculum Target Setting

Target setting can be used across the school to highlight key next steps in children's learning. Targets should be personalised and based on children's current learning and understanding. **We should use them to focus on key skills that will accelerate children's learning and understanding.**

We have set clear expectations for how targets are used (see below). These will be applied progressively by class teachers as their classes and groups respond to the use of targets. Targets should only last for a short period of time. Maximum 4 weeks.



**Mathematics Targets** are focused on number, recall and applying taught methods or processes for number confidence.

**Reading Targets** are focused on basic skills and developing understanding and comprehension.

**Writing targets** are focused on essential skills concerned with grammar and punctuation, spelling and handwriting.

Learning targets should be set across units of work in response to what children know. They may be recorded by children. They can apply to individuals, groups and whole classes.

### Level One

- Class teacher sets structured pre-learning tasks to gather understanding of what children can do.
- Targets are set by class teacher.
- Written by class teacher and stuck in children's books. May have a profile in the learning environment.
- Linked to planning for that block over a number of weeks.
- Class teacher reviews weekly (every Monday morning for example) and children discuss them.

### Level Two

- Purposeful and quick pre learning tasks are an introduction to all key aspects of learning.
- Targets are set by children and reviewed by class teacher.
- Written by children and placed at a key point in their learning (teacher must check these!)
- Reviewed regularly by children. They discuss and notate their progress.
- Linked in planning and adapted into steps to success.
- Class teacher regularly reviews as part of their marking and feedback.
- Celebrated at point of success.

### Level Three

- Use of prior learning is a valued part of learning in the classroom (linked to home learning, quick tasks, prior achievement)
- Targets are set by children and class teacher together (could be in QFT groups and/or guided groups)
- Always presented at the point of challenge.
- Reviewed regularly by children and teacher together. They discuss and notate progress.
- Linked to planning and central to LC's and steps to success.
- Class teacher regularly reviews as part of their marking and feedback.
- Celebrated at point of success.
- Renewed regularly





Department  
for Education

## Assessment Principles

As part of the 2013 Primary Assessment and Accountability consultation, we consulted on a set of core principles to underpin effective assessment systems within schools. Following feedback from the consultation responses, these principles were further developed by an independent Expert Panel.

The principles are designed to help all schools as they implement arrangements for assessing pupils' progress against their school curriculum; Government will not impose a single system for ongoing assessment.

Schools will be expected to demonstrate (with evidence) their assessment of pupils' progress, to keep parents informed, to enable governors to make judgements about the school's effectiveness, and to inform Ofsted inspections.

Effective assessment systems:

### **Give reliable information to parents about how their child, and their child's school, is performing**

- a. Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- b. Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- c. Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- d. Are reliable and free from bias.

### **Help drive improvement for pupils and teachers**





- a. Are closely linked to improving the quality of teaching.
- b. Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- c. Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

### **Make sure the school is keeping up with external best practice and innovation**

- a. Are created in consultation with those delivering best practice locally.
- b. Are created in consideration of, and are benchmarked against, international best practice.

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# Our Marking Code

	<p>Learning Focus achieved. Well done you have had a successful lesson.</p>
	<p>Learning Focus nearly achieved. Can you respond to your feedback to improve?</p>
	<p>These are the things you did really well. They were in your Steps to Success!</p>
	<p>This is not right. Can you correct it?</p>
<p>This is your great sentence.</p>	<p>Your teacher has chosen this as your great sentence or example of good work.</p>
<p>Your teacher wants you to improve this.</p> 	<p>This is the most important thing that your teacher wants you to improve in your next piece of work.</p>
<p>p</p>	<p>You may have missed it or not used the correct punctuation.</p>
<p>sp</p>	<p>You have made a spelling mistake. Part of your word needs correcting.</p>
<p>H□ m</p>	<p>Improve your handwriting please.</p>
	<p>We have had a chat about this. Think about the feedback and show me how you can improve your work.</p>
<p><del>omit this</del></p>	<p>Leave this out when you correct or edit your work.</p>

Don't forget to use the proof reading code!





# Read Write Inc Marking Policy



Fred Fingers	Children self-mark each grapheme in pencil.
Spelling Test	Children self-mark each grapheme using a coloured pencil.
Hold a sentence	Children self-mark each grapheme using a coloured pencil.
Edit for spelling/ punctuation	Children self-mark each error using a coloured pencil.
Build a sentence	Follow the marking policy with feedback on word choice.
Writing Activities	Follow the marking policy with focus on recently taught graphemes.

- Teachers should mark in a blue pen.
- Mistakes – use a ruler and draw a line through.


# Proof Reading

## Key Stage Two

Great writers always proof read and edit as they work.

You need to check your writing and use the following codes in the margin to mark mistakes as you are proof reading. Edit afterwards with your green pen.

<b>C</b>	Capital letter (put in the missing capital letter).
<b>sp</b>	Spelling (underline the part of the word you think is wrong).
<b>p</b>	Do you have missing punctuation? Make a note of what it is. <b>“” , ; : etc</b>
<b>//</b>	Paragraph (mark where a new paragraph should begin).
<b>SV</b>	Do your subject and verb agree? (She was/ we were.)
<b>M</b>	Check your sentences do they make sense? Read for meaning before you edit.
<b>T</b>	Is your tense consistent? (writing, written, wrote, will write)

	<p>Read your work carefully. Check that you have written in sentences. Does it make sense?</p>
<p><b>C</b></p>	<p><b>S</b>how where your sentence starts with a capital letter. Check for proper nouns (London, Amelia, Harry Potter etc).</p>
<p><b>P</b></p>	<p>Check that you have ended your sentences correctly. Have you used a . ? !</p>
<p><b>sp</b></p>	<p>Check a spelling that you think is wrong. Use a word sheet, the learning wall or a dictionary.</p>
<p><b>T</b></p>	<p>Check your tense. Have you written in present, past or future tense? (playing, played, will play)</p>

## Key Stage One

Great writers always proof read and edit as they work.

You need to check your writing and use the codes to mark mistakes as you are proof reading. We will edit afterwards.



### Appendix 4: Our Presentation Policies

## How We Present Our KS1 Work At St George's Primary School



### Written Work in Literacy, Science and Topic Books

1. Write the short date in the top left hand corner and underline it.

10.09.13.

---

2. Write in cursive writing. Remember to use any joins you have learnt. Use upper and lower case letters correctly.

A capital letter should be used at the beginning of a sentence or for the first letter of the name of a person or place.

← We went to Liverpool with Kate. →

3. Never use a rubber for your mistakes. Just put a line through your mistakes. mistake

4. Use a ruler for drawing any lines.



### Numeracy Work

1. Write the short date in the top left hand corner and underline it. Write one digit in each square.

25. 01. 13.

2. Put one digit or symbol in each square.

5 + 3 = 8

3. Never use a rubber for your mistakes. Just put a line through your mistakes.

mistake ~~721 + 72 =~~

4. Use a ruler for drawing any lines.



### Key Stage Two

## How we present our work at St George's Primary School

	<u>Monday 11<sup>th</sup> September 2017</u>
	<u>LF: To present my work properly.</u>
-	

Always start writing on the left next to the margin.

Use your joined (cursive) handwriting.

Write the date and underline with a ruler.

Miss out a line.

Write the LF, or title and underline it with a ruler.

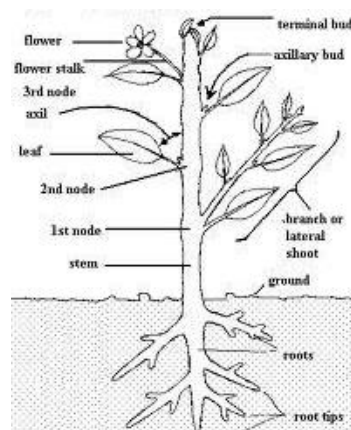
Put a straight line through mistakes.

Only use a rubber for drawings, or if your teacher asks you to.

Use pencil for pictures and drawings.

Unless you are at the bottom of the page leave 4 lines, then rule off with a ruler.

I was going to home to my friend's house.



### Your Mathematics work

1. Write the short date in numbers then underline it with a



11.09.2017

-

Can I use my Maths book?

-

$$36 + 54 = 90$$

## Appendix 5 -Editing Expectations

		Upper KS2	Lower KS2	KS1	
<u>Proofread</u>	Spelling, grammar, punctuation	Using a green pen, children will insert or correct punctuation and they will correct spellings and grammar.	<ul style="list-style-type: none"> <li>• Children should be independently editing in line with their year group targets using their green pen.</li> <li>• This should be modelled regularly by the teacher during shared writing across the curriculum.</li> <li>• Children should develop this habit through focused proof reading. They should be skilled in this aspect.</li> <li>• When a teacher has identified E1 edits, they should not identify the exact word that needs correcting: children should find that for themselves and correct using their green pen.</li> </ul>	<ul style="list-style-type: none"> <li>• Children should be editing with support in small groups using a green pen.</li> <li>• This should be modelled regularly by the teacher using complex speed sound charts and focus spelling/grammar during shared writing across the curriculum.</li> <li>• Children should be taught to proof read as an English skill.</li> <li>• When a teacher has identified E1 edits, they could identify the exact word that needs correcting by underlining it.</li> <li>• It is an expectation that children should be moving towards independence with this by the end of year 4.</li> </ul>	<ul style="list-style-type: none"> <li>• During Read, Write, Inc. sessions, children should use a coloured pencil to edit punctuation, spelling and grammar within a sentence.</li> <li>• E1 editing should be modelled regularly through all writing across the curriculum.</li> <li>• Teachers should mark E1 in the margin and underline the words and circle punctuation that needs correcting.</li> <li>• By the end of year 2, children should be editing with support in small groups using a green pen.</li> </ul>
<u>Improve</u>	To up-level vocabulary, starters and conjunctions within a sentence.	Using a green pen, children should up-level or insert vocabulary, starters and conjunctions in that sentence.	<ul style="list-style-type: none"> <li>• Children should be independently up-levelling vocabulary, starters and conjunctions.</li> <li>• Again, this should be modelled regularly by the teacher during shared writing sessions across the curriculum.</li> <li>• When a teacher has identified E2 edits, they should not identify the exact word that needs up-levelling or where a word should be inserted: children should find that for themselves and up-level using their green pen.</li> </ul>	<ul style="list-style-type: none"> <li>• Children should be up-levelling with support in small groups using a green pen.</li> <li>• This should be modelled regularly by the teacher using during shared writing across the curriculum.</li> <li>• When a teacher has identified E2 edits, they could identify the exact word that needs up-levelling by underlining it or they could use ^ to show where a word could be inserted.</li> <li>• It is an expectation that children should be moving</li> </ul>	<ul style="list-style-type: none"> <li>• During 'Build a Sentence activities', children should orally up-level sentences by adding adjectives and up-levelling words.</li> <li>• E2 editing needs to be explicitly modelled across the curriculum in all pieces of writing.</li> <li>• Teachers should mark E2 in the margin and identify the exact word that needs up-levelling by underlining it or they could use ^ to show where a word could be inserted.</li> </ul>

				towards independence with this by the end of year 4.	<ul style="list-style-type: none"> <li>It is an expectation that by the end of year 2, children should be up-levelling with support in small groups.</li> </ul>
<u>Re-draft</u>	Where a section of writing does not fit with the rest, does not make sense or does not flow. For example, where a child's writing has lost focus, purpose or audience.	Using their handwriting pen, children should rewrite this section underneath the marking. The section that has been rewritten should be indicated in the writing with a star.	<ul style="list-style-type: none"> <li>Children should be independently re-writing sections of their work to improve flow, to make it grammatically correct or to make it fit in with the rest of the writing.</li> <li>This should be explicitly modelled by the teacher regularly across the curriculum.</li> <li>When a teacher has identified an E3 edit, children should rewrite the section below the marking and show with a * which section they have re-written.</li> <li>They should re-write this section independently.</li> </ul>	<ul style="list-style-type: none"> <li>Children should be re-writing the section from their work with support independently or in a small group.</li> <li>Again, this should be modelled in shared writing sessions across the curriculum.</li> <li>When a teacher has identified E3 editing is needed, the child should be supported individually or in a small group to re-write that section.</li> <li>It is an expectation that children should be moving towards independence with this by the end of year 4.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers should identify sentences that need to be re-written in this way. These sentences should be highlighted.</li> <li>Sentences should be re-written underneath marking with support individually or in small groups.</li> <li>Re-writing sentences in this way should be modelled explicitly during shared reading across the curriculum.</li> <li>It is an expectation that children are moving towards re-writing larger sections by the end of year 2.</li> </ul>

Examples across different year groups:

**Appendix 6: Feedback Sheet Examples**

<b>Key Learning Focus</b>		<b>Success/Praise</b>
<b>Genre/Composition</b>		
<b>Grammar</b>		
<b>Spelling</b>		
<b>Feedback to secure ARE. Misconceptions</b>		<b>Feedback to promote accelerated progress.</b>
<b>Strategies to Apply in Lesson(s)</b>		<b>Common Errors/Proof Reading Points</b>
<b>Individual notes</b>		<b>Links to prior learning/other lessons</b>

# Science Example

Science Unit: Human Nutrition Class:

Date: Autumn 1

<p><b><u>Errors / misconceptions (identified at planning stage)</u></b></p> <p><b><u>Digestion</u></b></p> <ol style="list-style-type: none"> <li>1. That food travels around the body in the bloodstream.</li> <li>2. They may believe the oesophagus and windpipe are the same tube.</li> <li>3. That digestion only takes place, or begins, in the stomach.</li> <li>4. Children often think that the body can select which materials it ‘uses’ and expel those it does not need. The digestive system treats all materials entering it in the same way – those that can be absorbed will enter the bloodstream whether or not the body requires them.</li> <li>5. Ensure the children recognise that the digestive system breaks down food and extracts nutrients – it does not release energy from food.</li> <li>6. The only reason we eat food is to give us energy.</li> <li>7. The stomach is located around the navel area.</li> <li>8. The digestive system consists of two separate tubes, one for faeces, the other for urine.</li> </ol> <p><b><u>Teeth</u></b></p> <ol style="list-style-type: none"> <li>1. Juice is good for the teeth</li> <li>2. Cavities Are Only Caused By Sweets or sugar</li> <li>3. Brushing Your Teeth Harder Is Better for You</li> </ol> <p>Keynote: Tooth decay happens when bacteria changes sugar and starch into an acid.</p>	<p>How will we address these misconceptions? (How will you pre-assess?)</p> <p>Title page to see what children have learned previously-</p> <ol style="list-style-type: none"> <li>1. Body map to pre assess- labelling and description</li> <li>2. Show videos to demonstrate.</li> <li>3. Experiment</li> <li>4. Explain and reason</li> </ol>
	<p><b><u>Prior knowledge</u></b></p> <p>Animals including humans- Digestive system- teeth</p> <p>-Y1 Children have looked at the parts of the human body and parts of different animals – labelling them.</p>
	<p>-Y2 Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>
	<p>-Y3 Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>
<p><b><u>Key vocabulary for this unit</u></b></p> <p>Mouth, Stomach, Small Intestine-absorbs, Large Intestine- compacts, Oesophagus Tongue-moistens, mixes, Teeth, Canine- ripping, tearing, Incisor-cutting, slicing Molar- chewing, grinding pre molar, central incisor, lateral incisor, brush floss Herbivore, Carnivore, transports, saliva, enzymes, vitamins, acid, digestion</p>	
<p>Further misconceptions (identified through teaching)</p>	<p>How will we address these misconceptions?</p>
<p>Children who need support to reach ARE</p>	
<p>What provisions will be in place to support children not at ARE?</p>	<p>What provisions will be in place to extend learning for more able children?</p>