# SEVERNBANKS PRIMARY SCHOOL

## WHERE STARS SHINE

# MARKING, FEEDBACK & ASSESSMENT POLICY

| Policy Lead Committee: | Local Academy Committee | In consultation with: | |
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| Approved by: | | Date: 27th September 2023 | |
| Policy Date: Autumn 2023 | | Review Date: Autumn 2024 | |
| Review Frequency: Annually | | | |

## 1. Purpose

This policy acts as a guide to feedback, marking and assessment to ensure a consistency of approach throughout the whole school.

## 2. Introduction

At Severnbanks Primary School we believe that assessment is an integral part of teaching and learning and lies at the heart of promoting pupils' learning. It forms an essential part of our planning, evaluating, recording and reporting cycle. It identifies what the child knows and can do and provides information to guide future teaching and learning in response to a child's individual and/or group needs.

**Summative Assessment** is the formal testing of what has been learned in order to produce marks or grades which may be used for reports of various types.
**Formative Assessment**, in which the emphasis is on on-going, day-to-day assessments of different types used to judge how best to help pupils learn further.

## 3. Aims

➢ To use assessment data to raise the expectations of pupils, teachers and parents in order to achieve the highest possible standards for each child.
➢ To ensure that assessment contributes to accurate record keeping which is used to monitor progress and identify pupils' strengths and areas for improvement.
➢ To ensure that assessment is central to planning, delivering and reviewing the curriculum so that pupils' needs are met accurately.
➢ To use assessment information to inform pupils, parents/carers, teachers, Subject Leaders, Senior Leadership Team and all other interested stakeholders who have a shared interest in pupil progress.
➢ To involve pupils in their learning so that all pupils know and understand where they are in their learning, where they are going and know how to fill the gaps.
➢ To involve pupils in their learning by providing regular opportunities for self and peer assessment within lessons.

## 4. Feedback

Feedback matters. We flounder without it. We need to show our pupils what they need to aim for and then keep their learning on track through precise and timely feedback. Feedback at its best is a reciprocal process. Following the identification of a 'learning gap' feedback should be aimed at closing this gap.
It is also vital that feedback from the performance of the pupils should inform future planning.

## 5. Marking

Marking provides feedback about a child's work against the identified Success Criteria.

## 6. Assessment for Learning

Why the school follows Assessment for Learning.

**6.1** Our aims are that:

- ➤ **Every pupil** knows how they are progressing, understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners.
- ➤ **Every teacher** is able to make well-founded judgements about pupils' attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential;
- ➤ **Every class** has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress;
- ➤ **Every parent** and carer knows how their child is progressing, what they need to do to improve and how they can support the child and their teachers.

**6.2 Self Evaluation/Peer Assessment**
- ➤ Pupils should be trained in the process of self-evaluation/peer assessment. Looking for success measured against criteria and suggesting improvements.
- ➤ Pupils should agree some 'golden rules' of response partner /peer assessment / feedback work, to safeguard self esteem.
- ➤ Pupils should be given time and opportunity to act upon suggestions.
- ➤ The quality of the improvement suggestions and of the peer assessment should be monitored by the teacher.

## 7. Purpose

### 7.1 For pupils
To provide pupils with appropriate feedback on their work; this enables them to see what they should do to improve the quality of the work:

- ➤ For pupils to edit and review their work
- ➤ To support pupils and take them on further in their learning.
- ➤ To identify strengths and increase pupil confidence.
- ➤ To give pupils encouragement.
- ➤ To recognise pupil achievement.

➤ To involve the child in considering how he/she matches the standards expected of him/her.

### 7.2 For teachers
➤ To identify/monitor pupil progress.
➤ To provide a source of information for assessments and record keeping.
➤ To help when reporting to parents and at parental interviews.
➤ To establish a level of expectation for each child.
➤ To help the teacher identify the effectiveness of teaching strategies and programmes of work (pupils' mistakes are recognised as teaching opportunities).

### 7.3 For parents
To inform parents about their child's progress.

## 8. Types of Marking

### 8.1 Purpose:
➤ To acknowledge effort and attainment.
➤ To provide constructive feedback.
➤ To give suggestions for improving learning.
➤ To identify mistakes and provide time to review and edit - **DIRT (Dedicated Improvement Reflection Time)**
➤ To assess pupil's learning against shared Learning Objectives.

### 8.2 General guidance:
➤ We use a system of highlighting text – Green to be seen / Pink to think/ Orange to demonstrate the child is meeting learning objective with adult support.
➤ Live Marking – sitting with a pupil, discussing their work and how it can be improved.
➤ Pupil's work will be seen and acknowledged by Teachers and/or Teaching Assistants as soon as possible.
➤ Response partners / peer assessment partners should be used to allow pupils to comment on one another's work. Guidelines should be given to pupils before commencing.
➤ The following agreed symbols will also be used consistently across the school when marking:
  - I – Independent Work
  - TA – Supported by a Teaching Assistant.
  - PA – Peer Assessment.
  - SA – Self Assessment
  - TD – Teacher Directed Work
  - Supply – Work taught and marked by a supply teacher.
➤ The teacher will note there are errors re the codes below and ask the child to correct these.
  - Sp – Spelling error
  - P – Punctuation error

- Gr – Grammar error

TBAT – The whole sentence needs to be highlighted Green, Pink or Orange.

> Dependent on the stage of the pupil this could be with the code and a line underneath the word to be corrected; then just the code in the margin, then a dot in the margin and finally there are x number of P / x number of Sp / x number of Gr to correct.

### 8.3 Self/peer assessment
➢ Pupils need to evaluate their own and others' work, to identify progress and help the teacher to provide future work. This can be achieved by using a code to allow pupils to indicate how they felt about their work.
➢ KS2 will Rag Rate their work against the shared lesson obective  TBAT
➢ KS1 will use the Traffic Light system
➢ Pupils will edit their own work using orange editing pens.
➢ Pupils will peer assess by discussing each others work and provide verbal feedback.

### 8.4 Dedicated Improvement Reflection Time -  DIRT
Pupils must be given regular periods of time to respond to their marking and further review and edit their work with Orange Editing Pens.

## 9.  Assessment Data

### 9.1 At a whole school level
It is important that formative and summative assessments are incorporated into the planning process.
Age Related assessments and NFER data are used to update the school's pupil tracking system. The assessments are moderated_as part of CPD to ensure the data is accurate and reliable. This information is then used to:

➢ Share assessment information with pupils, parents/carers and all other interested stakeholders throughout the year.
➢ Strengthen whole school and teacher knowledge of pupil progress and prior attainment.
➢ Analyse the performance of different groups of pupils e.g. PP, PSM, SEND, HAP, boys and girls.
➢ Identify pupils who are at risk of underachieving and plan provision for additional support and intervention programmes to support these pupils.
➢ Measure the impact of additional support and intervention programmes on pupil progress.
➢ Provide quality information to support cohort transfers.
➢ Identify whole school strengths and weaknesses in Reading, Writing and Mathematics and identify areas for development.
➢ Direct CPD to the school's and individual teacher's needs.
➢ Set whole school foci for Reading, Writing and Mathematics.

### 9.2 At a classroom level

The school's pupil tracking system and whole school foci are used to support planning, teaching and learning and assessment for learning on a day-to-day (formative) basis by ensuring:

- ➢ Appropriate flexible grouping of pupils when planning.
- ➢ Teachers' planning is explicitly linked to curricular foci for different groups and individuals.
- ➢ Teachers plan for and use day-to-day assessment strategies (questioning, observing, discussing, analysing work, checking pupils' understanding) to gather information on pupil progress against Learning Objectives.
- ➢ Teachers annotate planning in the light of ongoing assessment.
- ➢ Teachers use the information they gain to identify pupils' next steps in their learning and inform future planning so that they can move pupils' learning towards and beyond the learning objective.
- ➢ Within a lesson or unit of work teachers will share the learning objective, expectations, Success Criteria and outcomes – ARE WAGOLL (What a Good One Looks Like)

### 9.3 At a pupil level

Assessment data from summative tests and day-to-day (formative) classroom assessment strategies ensure that:

- ➢ Pupils have high expectations of themselves and know that learning is important and enjoyable and that everyone can improve.
- ➢ Pupils have the opportunity to receive additional support to help them reach their potential.
- ➢ Pupils understand the purpose and aims of the work they are engaged in.
- ➢ Pupils recognise their achievements and understand the steps they need to take in order to make further progress both within lessons and as part of their work towards curricular expectations.
- ➢ Pupils are engaged in creating Success Criteria for lesson Objectives when appropriate.
- ➢ Pupils use Success Criteria to support self-assessment and peer assessment and are able to evaluate their own and others' work when appropriate.
- ➢ Pupils are regularly given time to edit and improve their work.

## 10. Recording Assessments

At Severnbanks Primary School, we recognise that record keeping needs to be on-going, manageable and useful in order to improve learning.

The purpose of record keeping is to help teachers monitor pupils' progress against age related expectations and class, group and individual targets (where applicable). Teachers will update our school system and use these records as a basis for reporting to pupils and stakeholders.

At Severnbanks Primary School, we have a range of strategies that keep parents fully informed of their child's progress in school including termly reports and parents' evenings. We

encourage parents to contact the school if they have concerns about any aspect of their child's work.

**This policy is available on the school website:**
**www.severnbanksprimaryschool.co.uk/website/policies/257152. Paper copies are available on request from the School Office.**

# Marking in our school

We use a system of highlighting our Success Criteria, Objectives and text.

**Green to be Seen – shows me where I have achieved; met the Success Criteria and Objectives.**

**Pink to Think – shows where I need to review and edit my work.**

**Orange – shows where I have met parts of the objective with adult support.**

In EYFS and Key Stage 1 we use 'Picture Prompts' that are drawn in **Green** or **Pink**.

In my book there are marking codes which mean:

- **I – Independent Work**
- **TA – Supported by a Teaching Assistant**
- **PA – Peer Assessment**
- **SA – Self Assessment**
- **TD – Teacher Directed Work**
- **Sp – Spelling error**
- **P – Punctuation error**
- **Gr – Grammar error**
- **Supply – Work taught and marked by a supply teacher**

**Orange Editing Pens**

I use my orange pen to review and edit my work during DIRT.

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**DIRT - Dedicated Improvement Reflection Time**

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My teacher will acknowledge my editing by writing a date which means they have read and checked it.

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I will also sit with my teacher regularly to reflect on my learning and agree how I can improve my work.

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When I make good progress and show improved effort my teacher will let my parents/carers know by contacting them on Dojo and Tapestry.

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Severn Federation Academy Trust (Co. No. 13034661)