



WILLOW
BROOK
P R I M A R Y

Marking and Feedback Policy

Date: September 2020

Next Review: September 2021

Rationale

Marking and feedback plays a central role in teaching and learning and when directed accurately, is an effective tool for assessment and ensuring quality first teaching and progress across the whole school. The three main principles of effective marking and feedback are aimed at being *meaningful*, *manageable* and *motivating*. Through this process, whole school progress is ensured. A sound understanding of assessment and data is pivotal to the self-evaluation process at every level whether it is for the individual pupil, class, year group or wider school. Through this shared understanding, responsibility is shared and whole school performance can be clearly conveyed to parents, governors and external parties such as Ofsted.

Equal Opportunities

This policy recognises that each pupil has the fundamental right to have access to a formal education and benefit from the school systems in place that will ensure positive outcomes to their learning regardless of race, religion, culture, gender or special educational needs.

Purposes

The purpose of this document is to ensure and maintain a consistent approach across the school with regards to effective marking, assessment and feedback. The main intent for this policy is:

- To establish expectations and maintain high standards.
- To ensure pupils have a secure understanding of their own learning.
- To assess and analyse gaps in pupils learning.
- To allow teachers to evaluate and tailor their teaching to the needs of their pupils.
- To clarify misconceptions through modelling and scaffolds.
- To track the progress and attainment of individual pupils, groups and cohorts to inform future planning.
- To provide feed-forward comments that will move the learning on.
- To challenge and extend upon the skills learnt.
- To recognise achievement and acknowledge progress
- To celebrate pupils' works and share good practice.
- To provide schools with accurate information to ensure smooth transitions from Year 6 to 7 or in school transfers.
- To make information about pupil performance available to subject leads, the senior leadership team, parents, governors and external institutions.

Responsibilities

Headteacher

- To maintain an overview of assessment across the whole school.
- To ensure consistency across the whole school.
- To ensure that statutory requirements are met.
- To review and update the policies with support from the Leadership team.
- To manage whole school data systems.

- To collate and analyse whole school data to help raise standards.
- To update staff with regards to any changes or requirements.
- To inform the school's governing body about whole school performance every term.

SLT

- To have a sound understanding of marking and feedback criteria.
- To have a secure knowledge of whole school assessment and data.
- To be competent in using whole school data systems.
- To organise and lead raising achievement meetings with phase groups every half term.
- To analyse assessment and data to help raise standards on a wider school level.
- To lead and ensure the quality of pupil progress meetings.

Subject Leaders

- To ensure the means for planning and assessment are clear and explicit.
- To support and advise colleagues with regards to assessment and marking in their specific subject area.
- To employ assessment information to inform and review best practice.
- To use assessment to inform action plans to help raise standards in their subject across the whole school.

Class Teachers

- To accurately create learning intentions that link with statutory statements used to assess pupils.
- To identify that learning intentions must correlate with the medium-term plans.
- To follow the marking and feedback expectations in line with school guidelines.
- To provide examples of marking, assessment and feedback to subject leads and the senior leadership team.
- To identify pupil targets through ongoing formative assessment.
- To administer summative assessments on a half termly cycle to analyse data on progress and attainment.
- To prepare reports for parents, colleagues and any other external agencies if required.
- To regular review and assess pupils with S.E.N.D and that I.E.Ps are up to date in line with the school's S.E.N.D policy.

Marking

All learning outcomes across the curriculum should be marked daily by adults whether it is the class teacher, HLTA or LSA working with a small group, in line with the following guidelines.

- Pupils record their work in pencil or blue pen.
- All edits, improvements and next steps in learning should be responded to in green pen.
- Adult marking is in purple pen.

- Adult marking also utilises green and pink highlighters.
- Green to highlight correct answers or objectives met according to the learning intentions and curriculum statements.
- Pink is used to highlight any errors and misconceptions which should then be modelled in purple pen.
- Spelling errors to be modelled in the margin and pupils to rewrite them three times in green pen.

Learning Intentions

One Learning intention or overview is written at the start of every outcome or unit of work in the following format with the statements of skills written as a form of success criteria. This should be discussed with pupils before the start of each unit and continuously referred to throughout the learning process. Once the skills have been taught, they should be dated and if they are successfully met, they should be highlighted in green or left blank.

English

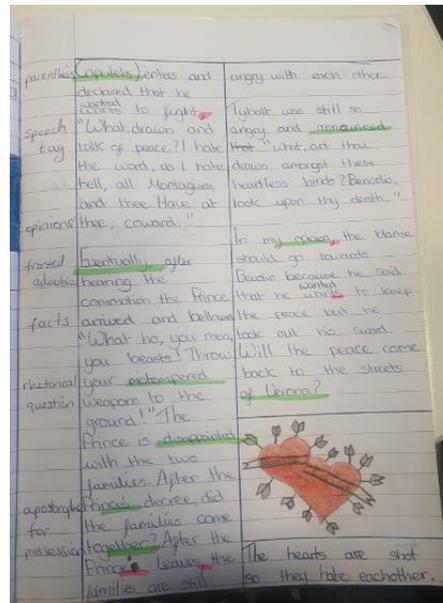
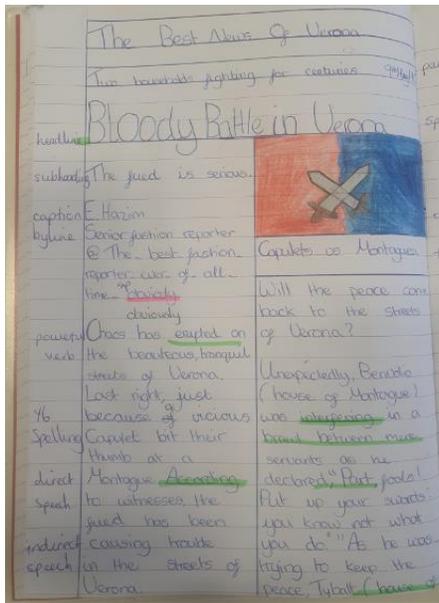
Text: Romeo and Juliet	Date
LI: To write a newspaper article.	4.09.20
Reading	13.09.20
I can discuss an understanding of the text.	14.09.20
I can take notes when discussing books I have read, or had read to me and listen to what others have to say.	14.09.20
I can ask questions to improve my understanding.	15.09.20
I can tell what the main ideas in a play are from reading a number of paragraphs.	16.09.20
I can discuss words and phrases that interest me.	15.09.20
I can identify topic specific words in an extract.	15.09.20
I can identify beginning, middle and end after reading with a group.	15.09.20
I can find examples of character and setting description.	16.09.20
I discuss and evaluate how the author uses language, including figurative language.	15.09.20
I can retrieve and set out main parts of the story.	14.09.20
Writing	30.09.20
I can write in third person.	
I can use inverted commas to show direct speech.	
I can use paragraphs to organise and present my ideas clearly.	
I can use tenses accurately and consistently.	
I can use figurative language to engage my reader.	
I can use fronted adverbials to expand my sentences.	
I can use appropriate organisational devices, such as headings and sub-headings.	
I can edit and improve my writing to clarify meaning and enhance affects.	
I can proofread my own and other's work for spelling and punctuation errors.	
I can use Year Five and Six spellings.	
I can use informal and formal language.	
I can use subjunctive mood.	
I can show an understanding of the text through intonation, tone and volume so that the meaning is clear to an audience.	

Maths

Number: Place value	
Learning Intentions	Date
LI1: To read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.	16.9.20
LI2: To round any whole number to a required degree of accuracy.	21.9.20
LI3: To use negative numbers in context and calculate intervals across zero.	23.9.20
LI4: To solve number problems and practical problems that involve all of the above.	
Key vocabulary:	
Ten million, millions, thousands, hundreds, tens, ones, zero, place value, greater than, less than, order, round, rounded, negative number, partition, digit, interval, sequence and linear sequence.	

Marking Example

Every piece of work in English and Maths should be neatly marked with a green or pink highlighter. Purple pen should be also be used to ✓ if correct or • if incorrect. Spelling errors should be written in the margin or underneath the child's piece of work, where pupils rewrite the word correctly three times. When a final piece of writing is produced, it is expected to be moderated by listing the skills identified in the margin. Strategies should also be modelled in maths books in purple pen.



Next Step in Learning

Each A next step in learning should be provided at the end of each lesson and marked piece of work. It is indicated by a step and highlighted in pink if hand written or printed in purple on prepared next step stickers. A next step should either model a misconception or challenge to extend the learning. A focused comment in any given subject should link to the skills and statements and pupils successfully achieve those goals.



One of the reasons the British colonised Australia was to alleviate overcrowding in British prisons. Can you think of an alternative to this?

NSL Can you partition the following number?
7,521,562

$$7,000,000 + 50,000 + 20,000 + 21,000 + 500 + 60 + 2$$

Visual Symbols

SP	Check spelling in a dictionary
Λ	Word missed (Omission)
*	More detail needed
P	Punctuation mark needed
Step	Next step marking indicated by a step
OF	Oral Feedback given (with a brief comment)

Assessment

Assessment procedures underpin the processes for effective teaching and learning and ensure the quality of pupil outcomes and progress across the whole school.

EYFS

Assessment and Record keeping

Learning is be analysed and reviewed based on the knowledge of each child's development and inform decisions about supporting the child's progress. This enables the planning for next steps for individuals and groups of children by providing challenging but achievable activities and experiences to extend the children's learning. All practitioners who interact with the child contribute to the assessment process. Staff review the target tracker data half termly with a member of the Senior Leadership Team, who monitors rates of progress and identifies strategies that address the learning, teaching priorities and next steps.

Formative assessment

This type of assessment informs everyday planning and is based on an on-going observational assessment of each child's achievements, interests and learning styles. Our formative assessments may take the form of observations, annotated examples of work, photographs, and information from parents.

Summative assessment

Within the foundation stage we use the EYFS Profile to summarise and record evidence from our formative assessments which then provides the basis of our end of the Reception year reports that we share with our parents. During the Reception year, children are assessed against the EYFS Profile. This is a nationally employed assessment tool. This is informed by our formative assessments undertaken and makes statements about the child's achievements against thirteen scales. It summarises children's progress towards the early learning goals and is used to inform the Foundation Stage Report with our parents.

Year 1 to 6

Formative Assessment

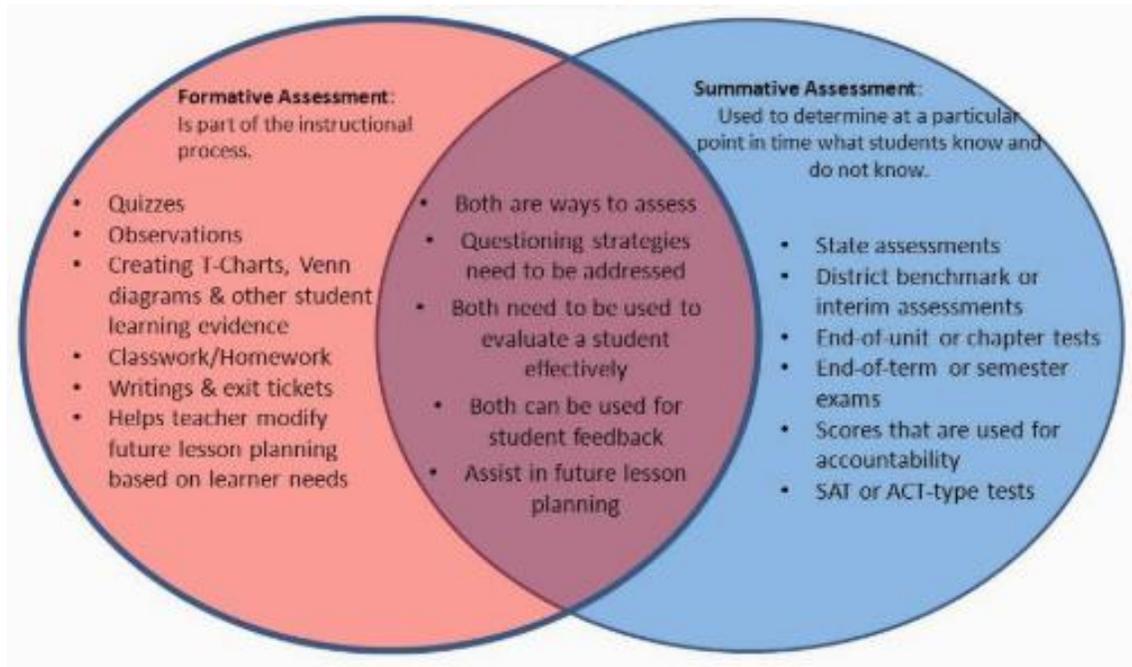
Formative assessment is an instructional process that is ongoing and improves the quality of teaching provided to pupils. This is done through learning intentions, success criteria, questioning, observations, pupil responses and exit slips. Subject leads will regularly carry out moderation assessments, analysis of planning and books with colleagues to support both them and pupils.

Summative Assessments

To evaluate students learning and overall competencies at the end of an instructional module according to end of year or key stage assessment benchmarks. This is to predict and judge student performance and determine outcomes. The analysis of data allows for additional

support through targeted teaching and the discussion of pupil progress in raising achievement meetings.

- End of KS1 and KS2 assessments are administered according to the criteria of the national curriculum in Reading, Writing and Mathematics, which follow procedures and guidelines provided by the Department for Education (DfE).



Assessment for Learning (AFL)

AFL is used as a tool for ongoing assessment to record and monitor pupil understanding and progress by addressing any misconceptions through questioning, modelling, scaffolds, activities and challenges. AFL is also effective for informing future planning and feedback.



Data Analysis

The Headteacher and Senior Leadership Team access information via the pupil progress meetings and support with the input of data every half term cycle. This information is used to inform:

- Pupil progress meetings
- The School's Self Evaluation
- The School Development Plan
- Data reports to the Griffin Schools Trust
- Presentations to Progress Board Meetings
- Termly reports to the School Governing Body

All pupils need to be assessed within relevant Year group bands with the exception of some SEN pupils. Pupils are expected to meet age-related expectations at the very least by the end of the academic year. The assessment criteria to determine pupil assessment can be found in the step's progression guide used for Target Tracker to accurately assess pupil's data.

The capacity for effective marking and feedback will continue to be modelled and developed throughout the school to ensure consistency and best practise that will enhance pupil's skills and ensure their progression and best outcomes.