Chaddleworth St Andrews and Shefford Church of England Federated Primary Schools	Effective Date:	19.04.21
Policy and Procedure Statement		
Feedback, Marking and Assessment Policy	Revision Date:	08.09.22
	Page No:	1 of 9
	Approval:	

As a federation of two Church schools we are at the heart of the community and strive to 'Living life in all its fullness', in partnership with parents and the wider community. Chaddleworth St. Andrew's and Shefford CE Primary Schools are committed to enabling all pupils to achieve their full potential. We will do this through developing a love of learning within a creative environment, where everyone aspires towards excellence.

Our specific Christian values are Courage, Compassion, Trust, Friendship, Wisdom and Endurance

This Policy has been written with Wisdom and Compassion, being mindful of allowing the best outcomes for our children to support their growth and self-esteem in their learning journey and ensuring the most efficient and compassionate support for teachers in balancing workload.

1. Introduction

As a school, we believe in THINKING. Therefore, we do not do something because, 'that's what we've always done' or because, 'that's what everyone else is doing'. We do it because we believe there is a better way; a more effective way; that utilises our time and energy to make a greater impact on the lives of our children.

Feedback is no different. We should always start by asking ourselves, 'why are we giving this feedback?' There are two main reasons:
- To motivate the child
- We can see an opportunity to move learning on by:
    - Addressing a misunderstanding
    - Reinforcing a skill or key piece of information
    - Extending a child's understanding or ability to do something

Types of feedback
If we follow this logic therefore, sometimes lots of children would benefit from a next step comment; other times, no one will. As a school, we encourage you to use your professional judgment to decide when is the right time to provide verbal feedback, to surface mark, when it needs highlighting, or when a next

step comment is the right approach. It goes without saying that this judgment needs to be based on what will most positively impact that child's progress.

Support for staff
SLT will work to ensure our feedback to staff reflects this and, if there are queries, will have professional dialogues with you to understand why you have made certain choices and to offer further support and guidance where it might be required. Whilst this level of professional decision making is our ultimate goal, we understand that these judgments are difficult and, often, it can take time to develop a real understanding of when to use most effectively a particular type of feedback. If you are ever unsure, please speak to another member of staff or member of SLT, any of whom will be more than happy to offer you advice and support.

2. How we give feedback:

Type	What it looks like	Evidence
Immediate	• Takes place during a lesson with individuals, groups or the whole class. • Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard / book work, verbal answers. • Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task. • Praises effort and contributions.	Lesson observations; learning walks.
Responsive (catch-up)	• Takes place after the lesson or activity with individuals or groups. • Addresses knowledge from the lesson or activity or missing prior knowledge. • Often given verbally with time to rehearse knowledge immediately. • Usually delivered by a teaching assistant based on guidance from the teacher. • An element of the child's responses to catch-up are recorded in their workbooks to show progress over time.	Learning walks; catch-up observations; feedback grids; book looks.
Summary (feed-forward)	• Involves reading/looking at the work of all pupils at the end of a lesson or unit. • Identifies key strengths and misconceptions for the class or sub-groups. • Takes place during the following lesson. • Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups. • Allocates time for editing based on feedback given or rehearsal of knowledge. • May involve some peer support or support from a teaching assistant. • May be delivered by the teacher or a teaching assistant.	Planning looks; lesson observations; learning walks; book looks.

3. Principles

- Responses, in the main, must be directly related to a communicated and explicit learning objective embodied in the Learning Objective (WALT) and Success Criteria
- The learning is made clear through the use of the success criteria outlining the steps to success which is (usually) given to the children, at an appropriate point in the lesson. The success criteria follows the principles of:
  - o I know
  - o I can use
  - o I can explain
- Children must be part of this process: they must respond to their own and others' work through the use of the success criteria; they must be reflective; they must respond to advice given.
- Time must be allocated for the above
- The way in which an individual's progress is shared should be achieved in a sensitive and constructive manner, avoiding situations that may reinforce a pupil's low self esteem

4. Responsibilities

4.1. Children
- To be reflective about their own progress (modelled by their peers, teachers and other adults)
- To be reflective about how they learn (modelled by their peers, teachers and other adults)
- To react appropriately to responses to their work: follow on advice, correct errors, demonstrate consideration of issues using a purple pen to show where they have upstaged their learning
- To respond to peers' work in a sensitive and constructive manner; this will need to be modelled by adults
- To assess own learning through highlighting evidence of learning in their work and ticking or leaving blank areas that they have achieved or not yet achieved. This is expected for each significant learning opportunity and especially for all pieces of written work.

4.2. Teaching Staff
- To acknowledge piece of work;
- To highlight/exemplify models of good learning
- To plan response/follow up time for pupils and for staff
- To identify next steps in learning arising from children's responses to tasks
- To respond appropriately and positively to children's individual needs enabling to know and understand their next (learning) steps
- To respond in respect of the shared, relevant learning objectives (WALT) linked to achievement of success criteria.

- Be consistent in applying the procedures of this policy

4.3. Teaching Assistants
- To acknowledge piece of work; see marks on children's work below
- To respond appropriately and positively to children's individual needs enabling them to know and understand their next (learning) steps; TAs should annotate on pupil's work where they feel children should undertake further learning; especially following a discussion with a pupil
- To respond in respect of the shared, relevant learning objectives (WALT) linked to achievement of success criteria.
- Report back to class teachers regarding children's learning

4.4. Head Teacher
- To ensure all staff, including supply teachers (through sharing of the policy by host Class Teacher and inclusion in a supply teacher class folder), are aware of this policy
- To monitor the implementation, consistent application and effectiveness of this policy
- To feedback relevant issues arising from above to staff concerned
- To raise the awareness of parents to the aims and objectives and key procedures of this policy
- To be responsible for the annual review of the policy

4.5. School Leadership Team
- To review the implementation, consistent application and effectiveness of marking and response procedures in their own team/subject
- To assist in the overall monitoring of this policy

4.6. Governors
- To understand and support the marking and response approach adopted by the school
- To support The School Leadership Team in their monitoring of marking and response procedures through the curriculum committee

4.7. Parents
- To be informed regarding the aims, principles and procedures of this policy following the schools' sharing of key aims of the policy

5. Assessment

5.1 Formative Assessment
- For the majority of lessons, the WALT and success criteria are marked first by the child, then the teacher. The teacher will highlight the WALT according to their assessment of attainment using a traffic light code.
- For reading, writing and maths at KS1 and KS2, grids at the front of the child's book are highlighted and dated after each unit of learning.
- In relation to EYFS Profile Assessment of child initiated learning, this is written on EYFS snapshot observation sheets by all EYFS staff and

presented in the child's individual Learning Journey. Observations cover all areas of the EYFS curriculum, developing a picture of the whole child over time.

- EYFS children are expected to move towards evaluating more structured work sessions in the summer terms.
- KS1 children will mark the success criteria on completion of the task and towards the end of KS1, when appropriate, will highlight their learning to show evidence of each part of the success criteria.
- KS2 children will mark and highlight their learning, when appropriate, to show evidence of each part of the success criteria.
- 'Specific praise may be used to reinforce this process especially where there is no tangible work e.g. PE or music
- The Class Teacher will mark the success criteria.

5.1. Next Steps

- Next steps should be identified by the class teacher to consolidate, deepen or extend the pupil's understanding of the learning objective.
- Next steps must be linked to the time given to the children to act on them, either as a group or individually; it would be wrong to ask pupils to respond; yet not provide the curriculum time for them to do so.
- Written comments and responses need to be in purple pen for the children and green pen for the teacher.

5.2. Praise

Children will be rewarded with stars in recognition of:

- Attainment/achievement
- Progress against WALT/success criteria
- Effort and perseverance

5.3. Peer Assessment

- o EYFS Children: This will led by the Class Teacher.
- o KS1: The Class Teacher to model verbal feedback.
- o KS2: Led by the Class Teacher and linked to the WALT and success criteria. Children to be given sentence starters to direct the discussions.

Summative Assessment

Three times a year, KS1 and KS2 will complete formal assessments in order to identify progress and attainment.

5.4. <u>Marks on children's work:</u>

Mark	Where found	Meaning
I	Next to success criteria grid or specific part of learning.	Independent learning.
S		Supported learning.
G		Guided learning.
Sh		Shared group outcome
D		Discussed, plus topic discussed with pupil e.g. '**D** use of full stops'
Child's initials	Next to marking.	Comment read by e.g. JF
✓		Correct
•		Incorrect
_____	Under a word that needs to be corrected. (Y1 – Y4)	Spelling/grammar to correct.
Sp	In the margin, on the line of the spelling mistake.	Spelling to correct.
G		Grammar to correct.
P		Punctuation to correct.
☁	In the margin or underneath learning.	Put correct spelling/grammar correction in this bubble.
💬	Underneath learning	Talk to your teacher
✓ ✓✓ ✓✓✓	Above a word/phrase/digit/calculation	This shows evidence of the success criteria within the learning. The more ticks, the more accurate/adventurous the learning step is.
WALT/Success criteria marking		
Mark	**Where found**	**Meaning**
✓	Learner/teacher column	Achieved the learning step
～	Learner/teacher column	Partly achieved/beginning to understand or apply the learning step
•	Learner/teacher column	Not achieved the learning step yet
(Blank)	Learner/teacher column	No evidence of learning step

This will be displayed in each classroom as a wall display. See appendix B.

6. **Equal Opportunities**

This policy applies equally to all staff and all pupils, whilst recognising that different pupils will be at different stages of development and therefore require different levels of support to gain the maximum benefit from this policy.

7. **Resources**

National Curriculum tracking statements.

8. **Monitoring and Self-Evaluation**

8.1. The Head Teacher, together with the School Leadership Team is responsible for the monitoring, implementation and review of this policy
8.2. Evidence will be obtained principally from lesson observations and work-sampling
8.3. The leadership team

9. **Revision History**

Date	Rev No	Change	Ref Section

08.09.22	1	Change from 'WILF' to success criteria	
08.09.22	2	Addition of success criteria sentence stems: • I know • I can use • I can explain	

Appendix A

Glossary

Term	Definition
Summative Assessment	Assessment of pupils' progress and/or attainment at the end of a unit of work. This may be at the end of a Key Stage or the end of a shorter period of study e.g. work on 'rivers'
Formative Assessment	Assessment of pupils' progress and/or attainment at the beginning or during a course of study. This assessment is useful in fine tuning planning to the needs of the target pupils.
Learning Objectives	The intended outcomes for the pupils in their learning. This being different from the end product of the lesson. E.g. the children may have painted a picture but also been asked to mix and blend colours to show different effects of light on surfaces. A learning objective may have included appreciation of light or the mixing of watercolours.
Modelling	Adults have a duty to 'model' the expected behaviour from our pupils. We cannot expect children to respond to their own and other's work unless they are shown how to do this appropriately. Children should have a range of responses 'modelled' for them in order they may make informed choices when responding to work.
Assessment for Learning	Cycle of learning, and teacher assessment that establishes progress and attainment relative to learning, not task based, goals and then identifies next steps in learning for that pupil or group.
WALT	**W**e **A**re **L**earning **T**o: the lessons learning objective based in the learning that the teacher intends and based on task completion or participation
ARE	Age Related Expectations - linked to National Curriculum or school expectations e.g. Calculation Policy
Pupil Self-Assessment	Where pupils judge the success of their learning relative to the **stated** success criteria and learning objectives
Thumbs Up	Visual representation of above: green = thumbs up; yellow = thumbs horizontal; red = thumbs down

Appendix B

Symbols for Marking and Response

Mark	Where found	Meaning
I	Success criteria grid or specific part of learning.	Independent learning.
S		Supported learning.
G		Guided learning.
Sh		Shared group outcome
D		Discussed, plus topic discussed with pupil e.g. 'D use of full stops'
Child's initials	Next to marking.	Comment read by e.g. JF
✓		Correct
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_____	Under a word that needs to be corrected. (Y1 – Y4)	Spelling/grammar to correct.
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💬	Underneath learning	Talk to your teacher
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•	Learner/teacher column	Not achieved the learning step yet
(Blank)	Learner/teacher column	No evidence of learning step

Teacher's marking pen

Learner's response pen