St.Lucia's
Upton Magna

St Lucia's C of E Primary School and Nursery

Marking, Feedback and Assessment Policy

Rationale

At St. Lucia's C.E. Primary School, assessment of children's work is an important aspect of learning. Feedback/Marking is the process whereby children are informed about what they have achieved at a particular time and what they need to do to improve.

Feedback is a positive form of communication based on learning objectives and success criteria. It can be verbal, written, pictorial or signals and could be from teacher to child, teaching assistant to a child, child to teacher or child to child. Written feedback may take the form of acknowledgement marking linked to the planned learning.

We strive to provide meaningful experiences that not only give learning a context and wider meaning, but also engage and challenge our children.

Our expectations of every child are high and we expect them to make the best possible progress whatever their background or circumstance.

Different Types of Assessment

The 'day to day' in school formative assessment is used as an integral part of teaching and learning.

St Lucia's use in school summative assessments to monitor and support children's performance. These assessments provide information about how well children learn and their understanding of a topic, or area of learning which has been taught/covered over a period of time.

National standardised assessments are also used to provide information about how children perform in comparison to other children nationally of the same age. These assessments are used to inform parents and a wider audience of the school's performance and each year.

1

These assessments include:

- End of Reception through the EYFS Profile
- A national phonics screening test in Year 1 (in June)
- National Curriculum Tests at the end of Key Stage One Year 2 (in May)
- National Curriculum Tests at the end of Key Stage Two Year 6 (in May)

In addition to the above assessments, teachers meet regularly to discuss pupil progress and use diagnostic assessments to contribute to the early and accurate identification of children's special educational needs which may require further support and intervention.

Principles

We believe that the greatest motivational benefits and improvements will come from high quality marking and feedback which will be self-evident in its purpose and in its outcomes:

- The quality of the children's work, in relation to the learning objective/success criteria and not on comparison with other children
- Specific ways in which the child's work could be improved, and crucially being given the opportunity to do so
- Improvements that the child has made compared with his/her earlier work

Effective marking should:

- If possible be immediate or as soon as possible
- Allow specific time for the children to read, reflect on their learning needs and respond to marking
- Be manageable for all teaching staff
- Involve all adults working with children in the classroom and for the policy to be consistently followed
- Be positive, motivating and constructive
- Inform future planning/targets. Shown on annotated plans
- Be accessible and inclusive
- Relate to learning objectives and success criteria (eg. Science on the content, not the punctuation)
- Give clear strategies for improvement
- We strive for handwriting to be legible and a model for the child
- Positively affect the child's progress

- Use the agreed Marking Code (see appendix 1) when appropriate to correct errors that go beyond the learning objective and acknowledge verbal comments with the appropriate symbol from the code.

Key Characteristics of Assessment for Learning

Effective learning takes place when learners understand what they are trying to achieve and why it is important. The context or purpose of the learning should be shared with the children where appropriate applying it to real life. The learning objective should focus upon the learning and not on the activities (for e.g. To identify … To use… To know…)

Success Criteria –Steps to Success

Success Criteria can be used to help children achieve the learning objective by providing children with a framework against which to focus their efforts, evaluate their progress and discuss ideas. Children may be involved in generating the success criteria at times to provide ownership of it. Success criteria should only be shared if it will add to the learning in the lesson, or limited to guided groups with a different whole class focus. Previous success criteria may be referred back to consider features of learning.

Peer Assessment

From key stage one, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. This is often linked to 'partner talk (see appendix 2). Children should first point out things they like, then suggest ways to improve the work linked to the learning objective/success criteria. The pairing should be based on ability and trust. Children can highlight evidence of success or write a comment in another child's book in a different colour pencil, which is then initialled.

Verbal Feedback

Discussion about the learning with the child is a very valuable form of feedback for all children as it is immediate, focused, personal and usually more articulate than written comments. It also allows interaction between the child and the teachers or teaching assistants and, where appropriate, between peers.

Written Feedback

All work will be checked against the learning objective. This is important to send a message to the child that every piece of work is valued. Teachers will demonstrate the extent of understanding in relation to the learning objective by using a tick process. Three ticks show the objective has been fully met. Two ticks show that the child has shown a growing understanding. One tick shows the child has had experience of working towards the objective. This system is used from Year 1 onwards. Written work will be initialled if it is not by the class teacher (supply teacher).

Teachers use either a blue or black pen for marking (the opposite to the colour the children are using in class).

Teaching assistants will use a green pen to identify marking responses and to support and provide challenge for learners. The adult working with a group of children will respond to their learning.

Children will use the red responders as part of self-assessment to correct and improve their learning and as a way of recording their own comments.

Quality Feedback comments

Personalised comments should help children to 'close the gap.' Time is then given for the child to respond to the written prompt. To support assessment, highlighters will be used when appropriate.

Green = 'Great Green' to show good things identified in the learning

Pink = 'Think Pink' to show things to think about to improve/next steps

Presentation

We expect children to take pride in the presentation of their work and include the following:

Key Stage One/Child working at a lower level

Date

Learning Objective

Title (where appropriate, underlined)

Start in the right place

Sharpen your pencil

Write neatly

Children should be encouraged to use one pencil/pen line as part of re-drafting written work to cross out if they make a mistake, or use a rubber for the correction of a diagram or drawing.

Key Stage 2

As above, but use a sharp pencil or school pen in black or blue.

(Teachers will mark work in the opposite colour to the child's pen.)

Monitoring

This is an agreed whole school policy which will be followed by all teachers and support staff to provide consistency. The application and impact of the policy will be reviewed within in-house moderation, staff meetings, external moderation with other local schools, book scrutinises and pupil voice. Outcomes will be shared to enhance the best practice. (see appendix 3)

Review

This policy will be reviewed annually by staff and governors.

Policy was written and adopted by the curriculum and standards committee January 2016 and has been reviewed and amended annually.

This policy was last reviewed in: April 2020

Next review date: April 2021

Agreed Marking Codes

(II)	Independent work
(○)	With support
(○)	Verbal Feedback
(○) " "	Child's responses
(○) -	Spelling (write the word)
Next ⟶	Next Step
//	New paragraph
(GW)	Guided Writing
	Early Years Agreed Codes
(○)	Adult Directed
(○)	Adult Led
(○)	Child initiated learning
(I)	Independent leaning

Partner Talk Agreement

When we become marking partners, we agree to:

- Respect our partner's work because they have done their best and so their work should be valued.

- Try to see how they tackled the learning objective and only try to improve things that are to do with the learning objective.

- Tell our partner the good things we see in their work.

- Listen to our partner's advice because we are trying to help each other do better in our work.

- Look for a way to help our partner achieve the learning objective with more success.

- Try to make our suggestions as clear as possible and be positive.

- Get our partners to talk about what they tried to achieve in their work.

- Be fair to our partner.

Work Scrutiny

Class: Subjects/Books:

Date: Monitored by:

	Yes	No	Comments
Work marked regularly (ticked L.Os)?			
General presentation?			
Evidence of teachers using Marking Codes?			
Success comments?			
Improvement comments written?			
Evidence of pupil response to teacher comments?			
Evidence of self-assessment by pupils?			
Evidence of peer assessment by pupils?			
Is the level of work age related ?			
Evidence of differentiation in books?			
Evidence of challenge within books?			
Evidence of high expectations in books?			
Evidence of progression in work?			
Evidence of progression in planning?			
Evidence of extended independent learning?			

Is the marking and constructive feedback from teachers, teaching assistants and pupils' responses effective in supporting pupil progress and visual improvement?

Yes-consistently	Yes-sometimes	No	Notes