

St Cuthbert's RCVA Primary

Assessment & Feedback Policy

INTRODUCTION

This document outlines the purpose, nature and management of marking at St. Cuthbert's School.

Aims

- to ensure feedback in whatever form always helps children make progress;
- to ensure feedback is meaningful, motivating and manageable;
- to ensure feedback supports to acquisition of the knowledge and skills set out in our curriculum;
- to support consistency in feedback and expected standards of presentation;
- to provide clear feedback to the children about strengths and weaknesses in their work;
- to promote teacher / child interaction;
- to recognise, encourage and reward children's effort and progress;
- to focus teachers on those areas of learning where groups and individual children need specific help;
- to motivate pupils in their learning through praise and supporting progress;
- to ensure that time spent on feedback is worthwhile and manageable for staff.

Rights Respecting

St Cuthbert's RC Primary school is a silver Rights Respecting School, based upon the UN Convention of the Rights of the Child. The rights within this convention cover basic needs, including education, health, being heard and experiencing a safe and secure childhood. We believe that all children should grow up aware of these rights and respecting these rights for themselves and others. Being a rights respecting school underpins this procedure and we promote positive learning behaviour to develop successful, responsible citizens for the future.

As a Rights Respecting School we recognise

- Article 28 'The right of every child to a good quality education'
- Article 29 'Education must develop every child's personality, talents and abilities to the full.'

FEEDBACK – VERBAL FEEDBACK AND MARKING

These guidelines are intended to support consistency.

- As often as possible, the child should be present when the work is being checked to ensure teacher / child interaction. In this case, both teachers and teaching assistants should make any checks, margin marks or short comments in turquoise pen to aid senior leaders and subject leaders without the need for VF or subsequent marking.
- Whenever work is marked after the lesson and the pupil is not present, teachers should mark in red pen and teaching assistants mark in black pen.
- Teachers should be sensitive to the quantity and purpose of errors they mark whilst ensuring basic skills and standards of presentation are high. Pages of incorrect marks are demoralising and serve no purpose. Where there are misconceptions, direct teaching should be planned in to support learning.
- When looking at work, staff should be aware of common or persistent mistakes and ensure these are addressed through direct teaching rather than repeated comments in multiple books.
- The use of technology e.g. Seesaw to give feedback on work is part of our feedback toolkit. This should be acknowledged e.g. through a QR code sticker which Mr Graham can supply or SeeSaw written at the bottom of the piece of work.
- Feedback should be given in line with the subject being taught e.g. RE marking should indicate next steps for learning in RE, feedback in PE and Art should be verbal. However, in written work, common spelling mistakes and punctuation errors may be corrected using English symbols.
- Presentation and pride in work should always be the expectation but there should be provision made for pupils to explore e.g. with maths workings / jottings or with art / D&T sketches.

Deep Marking

- Deep marking at St Cuthbert's refers to **written work** (either Big Write or cross curricular writing) which has been closely marked and gives pupils the opportunity to respond subsequently. This does not need to be used when a group has worked with an adult in class which reduces the time needed for subsequent marking. Teachers should praise work as well as setting edits in which pupils can make improvements. This can be done through written comments or through the use of technology and is left to the professional judgement of teachers. The **minimum**

amount of deep marking should be one piece of work per RE topic and each piece of Big Writing. With younger children or children who most benefit from verbal feedback, this feedback and subsequent edits should be done with an adult so the pupil makes best progress.

EYFS Specific Feedback

- Feedback is given to pupils verbally and shared with EYFS staff, SLT and parents through Tapestry.
- Maths and English books record highlights of learning journeys over the year.
- **Ongoing assessments are an integral part of the learning and developmental process.**
- Observations of children in adult led and continuous provision feed directly into assessment and planning (AfL)
- Tapestry is used to monitor progress in all 7 areas of EYFS

English Specific Feedback

Punctuation and Grammar

- Spelling, punctuation and grammar will be corrected according to the learning objectives or targets.

Written work

- Children will learn to regard mistakes made in writing as learning opportunities to help them reflect on the writing process.
- Children, both individually and in groups, will be given chances to develop their written work in all subjects, not just English. They will be encouraged to reflect on edit and rewrite work they have produced.
- 'S' (supported) indicates that a high level of support has been given.
- There is an expectation for pride in presentation in all written work.

Big Write

- This is completed weekly or at least fortnightly.
- Every child will have their work deep marked according to the criteria mentioned above unless they have taken part in conferencing in the lesson with a teacher or TA in which case the adult will have used a turquoise pen.

Writing Marking Symbols	
A	Capital Letter
●	Full Stop
⌘	Conjunctions
V	Vocabulary
⏏	Finger Spaces
^	Omission
SP	- next to word or in margin
O or P	- Punctuation Error - P in margin
[]	- Check Meaning
~	- Grammar/Tense

Mathematics Specific Feedback

- When giving feedback children's work we are not simply looking for correct answers, but also methods for working out calculations.
- The teacher needs to have regard for methods of working, processes and by looking for evidence of logical thinking processes and listening to, or reading, the child's explanation.
- Ideally the child should be present when work is being checked to ensure teacher / child interaction. This is indicated in turquoise pen.
- Work should be marked / reviewed during liturgy time in the split session in red or black pen – support should be targeted, further fluency practice given or a Now Try This challenge given.
- Time should be built into the second part of the split session for children to reflect on marking and respond to it.
- Incorrect calculations / answers should be repeated in the exercise book and corrected with a C.
- Children self correct their work by putting a small cross next to the error.
- Children in KS2 correct their work in green pen.
- Children use a traffic light system to self assess their work. Children in KS2 MAY write a comment in green pen e.g. in response to a question or as a note to the teacher.
- Now Try This challenges should be given at least once a week.

Maths Marking Symbols

✓ Correct

● Incorrect

* Check and try again

△ Challenge

S - Supported

Children's self assessment



ROLES

1. THE GOVERNING BODY

- a) Will take overall responsibility for implementing this policy
- b) Will ensure they understand how feedback is given particularly in subjects they are link governor for
- c) Will review the effectiveness of this policy to ensure feedback is timely, effective and that demands on staff are complicit with our well being policy

2. THE HEADTEACHER

- a) Will ensure that all pupils receive feedback that is timely and helps them make good progress
- b) Will support the governing body in ensuring policies and procedures are managed
- c) Will ensure that staff are confident in giving purposeful feedback and that support or training is given where needed
- d) Will ensure clear communication between staff and SLT about expectations
- e) Will create reasonable opportunities for staff to reflect on practice in school, discuss concerns and work together to ensure the policy works for all classes
- f) Will ensure supply teachers and staff new to school are aware of this policy and marking codes.

3. STAFF MEMBERS

- a) Will ensure that they follow the above guidelines
- b) Will speak to SLT if marking and feedback impact on well being or if they feel they need further support
- c) Will display the marking codes in classrooms

LINKS TO STAFF WELL BEING

- This is not a 'marking' policy – it is a feedback policy which states that feedback is for the benefit of the pupil NOT for book scrutinies.
- Feedback is best when it is personal and usually face to face – this reduces the need for copious marking.

- Teachers and Teaching Assistants are trusted to work together to check understanding to move pupils on in their learning.
- Reduction in maths marking through effective use of a 'split' lesson 3 times a week so that teachers and TAs can check understanding while pupils are in liturgy then address misconceptions or move pupils on quickly in their learning with a challenge.
- Extended writing is completed when there are a minimum of two adults working in the classroom so that at least 12 pupils will have had conferencing throughout the session. These books then do not need to be marked.
- Use of apps such as SeeSaw and Explain Everything to provide audio / video feedback to children
- Data entries reduced to 3 times per year and directed staff meeting time is given for this and for discussing how to support or extend pupils who teachers identify. This is shared improvement practice and is not a judgement on teachers.