

Assessment & Feedback Policy

St Cuthbert's RCVA Primary



Approved by: Governing Body

Date: August 2021

Last reviewed on: May 2021

Next review due by: December 2021

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1. Aims

This purpose of marking, feedback and assessment is:

- 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.'

2. Roles and responsibilities

2.1 Teachers & HLTAs leading lessons

- The adult delivering teaching is responsible for marking, feedback and assessment given in class
- Teachers/HLTAs should use any marking or observation of work and learning to inform future teaching e.g. addressing misconceptions with whole class, identifying pupils ready to progress.
- Teachers should direct teaching assistants to specific areas in which feedback should be given.
- In the event of isolation / lockdown, teachers are responsible for giving feedback on Google Classroom and directing Teaching Assistants on giving feedback.

2.2 Teaching assistants

- Support the class teacher with marking and feedback in lessons
- Take guidance from class teacher / adult leading the session to determine what specific areas should be marked
- Support the class teacher when giving feedback on online learning in the event of isolation / lockdown

2.3 Subject leads

- Observe feedback in lessons
- Support staff in giving effective feedback to best support pupil progress

2.4 Senior leaders

- Observing feedback in lessons
- Ensuring staff are well equipped to making sure all pupils benefit from high quality feedback
- Ensuring feedback and marking are effective across school
- Ensuring staff well-being and time are considered in all marking and feedback requirements.

2.5 Governing Body

- Holding SLT accountable for pupil progress across school
- Discussing marking and feedback in terms of ensuring pupil progress with subject leads

3. Verbal feedback, class feedback and marking

3.1 Day to day guidelines

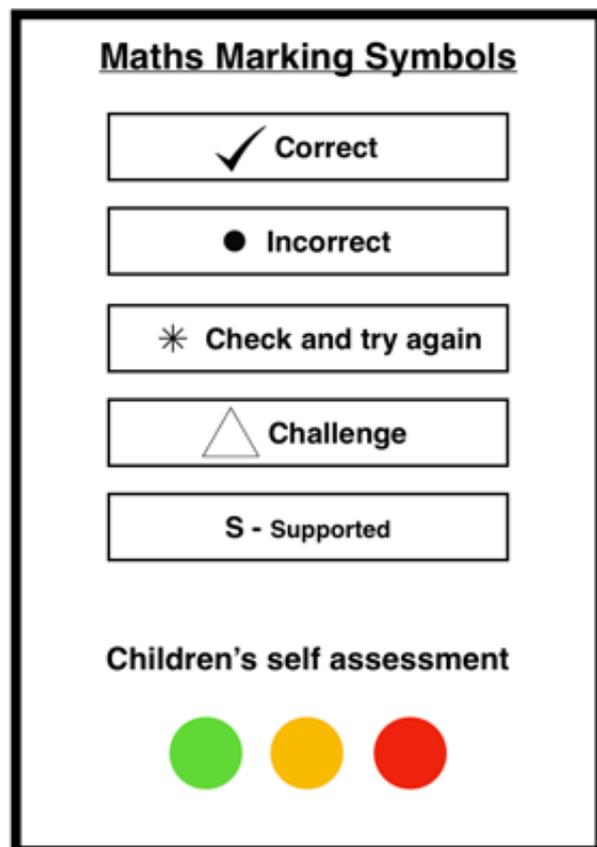
- As often as possible, the child should be present when the work is being checked to ensure teacher / child interaction. In this case, both teachers and teaching assistants should make any checks, margin marks or short comments in turquoise pen to aid senior leaders and subject leaders without the need 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.
- Staff 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. Google Classroom / Mote to provide voice feedback can be useful and used where appropriate.
- **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 only be verbal.**
- **It may not be appropriate to 'mark' work in all lessons such as PSHE where pupils are reflecting and writing their own thoughts and opinions**
- **In ALL 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.**

3.2 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

3.3 Maths specific feedback

- When giving feedback children's work we are not simply looking for correct answers, but also methods for working out calculations.
- Staff need 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.
- Where the child is not present, work should be marked / reviewed in red or black pen – support should be targeted, further fluency practice given or a **Now Try This** challenge given.
- 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.



3.4 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 below 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.

Staff will use the following symbols when marking written work.

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

### 3.4 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.

### 4. Staff Wellbeing

- Marking after lessons is a task often undertaken outside teacher directed hours and if not managed well can become onerous.
- Teaching Assistants should not be required to take any marking and feedback tasks home outside of working hours.
- Although teachers may take books home to mark, we would encourage year group teams to manage marking and feedback within lessons using as much verbal and whole class feedback as possible to minimize onerous written marking.
- Where a maths session is a 'split' session in KS2, staff should use the directed time whilst pupils are in liturgy to mark and set edits or **Now Try This** tasks.

### 5. Links with other policies

This policy is linked to our:

- Behaviour policy
- Remote Learning Policy
- Staff Wellbeing
- Curriculum Policies