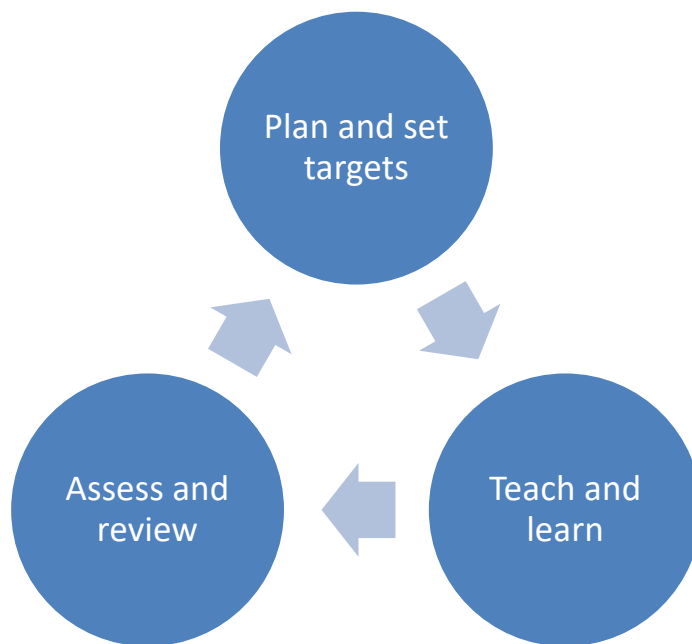


Marking, Feedback and Assessment Policy 2018

We believe in providing a wide range of marking, feedback and assessment for learning strategies in order to help children be reflective learners, understand how to learn from mistakes, celebrate success and have high aspirations. We see it as an essential part of the teaching and learning process, as illustrated in this simple diagram:



**All marking and feedback must inspire, strengthen or celebrate learning.
All assessment must inform future planning and teaching.**

1. Marking

Marking should:

- Be manageable for teachers and have an impact on the children's learning
- Give pupils opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for effort and achievement
- Respond to individual learning needs
- Help to inform future planning and individual target setting
- Be accessible to pupils

Marking is *not* effective if:

- it takes too long and leaves no time for good planning and preparation
- is given back too long after the event
- Children can't read it or don't understand it
- Children have no time to respond to it or don't refer to it next time
- It's done for the sake of it, to fulfil policy or inspection requirements

- It's applying external ideas and gimmicks without thought as to how it is meeting the children's needs
- Children become 'marking immune' and passive recipients – e.g. they just look for whether or not they've got housepoints or only check where there are pink highlights without properly reflecting on what was successful and how they can improve

Teachers' marking is more likely to be effective if they are doing it because

- They need to mark the work to know how to adjust planning for the next lesson
- They need to mark the work because they need to know how to adjust groupings / targets
- They want to see where the children are so they can assess against targets and set new ones
- They want to know how well the learning objective has been achieved

There is no one prescribed way to mark books. Different strategies are required depending on the age of the children, the nature of the work and the needs of the particular children at any one time.

At Headley Park children's written work, in all subjects, is *always* acknowledged and responded to, either in writing or verbally. The level of detail and focus will vary and every child's book will demonstrate a mixture of strategies and techniques used to provide feedback which has a positive impact on children's learning.

In line with 'Learning without Limits' principles, our marking and feedback is designed to enable children to take responsibility for their own learning, use independent strategies to improve their work and to develop a desire to improve and meet their targets.

There are occasions when work has fully met the set objectives and is excellent. In these cases, there is no need to for any area of improvement to be fed back. Instead, the planning and targets for next time should enable the child to take the next step in their learning.

GPS

- Spelling, grammar and punctuation errors will be identified using a code in the margin rather than corrected by the teacher. See table below. This is so that children are encouraged to look for themselves how to correct it. Not every mechanical error is highlighted in this way – teachers use their judgement to select the errors most helpful for children to correct. Some corrections will be made for them e.g if they used a very ambitious or technical word they wouldn't reasonably be expected to know how to spell. This applies in all work across the curriculum, including maths.

Sp	Spelling
H	Handwriting
G	Grammar
P	Punctuation
W	Word choice
C	Capital letter

Examples of Marking Strategies

1. 'Re-think the Pink' - use of pink pen or highlighter to indicate where or how children need to improve
2. Use of green pen to indicate strengths and for children to show how they have improved
3. Flag groups or pink clouds – a drawing or symbol to show children they need to see the teacher / LSA for a guided session (followed by work in the guided session)
4. Questions which lead children to correct work or try the next step – (NB *not* closed questions resulting in yes/no/thank you answers or banal statements about finding it easy/hard etc.)
5. Checklist of learning objectives / success criteria stuck into the books and ticked when achieved
6. Coded group feedback e.g. there may be groups of children who all need to do the same thing to improve their work, e.g. put in missing full stops or re-write the conclusion or show their calculation method. The teacher would list all the possible instructions on the board and write the corresponding number or symbol on the work in the book for the children to know which instruction they need to follow
7. Deep marking a group at a time for a weekly guided session
8. Dotted letters for children to write over
9. Peer or self-marking with teacher corroboration

2. Assessment for Learning and Feedback Strategies

Teachers and LSAs at Headley Park have worked together to trial and develop a range of assessment for learning and feedback strategies alongside or in some cases instead of marking in books. These have been evaluated in terms of impact on teacher workload as well as pupils' learning. The following strategies are currently among those being used and trialled. Teachers are expected to continually review and evaluate these methods in order to make them as effective as possible for their classes and individual children. Most need adapting for different subjects. The table below includes comments from current practitioners during the latest group evaluation in April 2018:

Method of assessment or feedback	Year Groups currently using	Impact on Teacher Workload	% of children receiving individual feedback with this method	Improvement evident as a result?	Where is there evidence of the feedback and its impact?	Pros	Cons
No-more marking sheet (known informally as the 'sheet of joy' – see appendix A) + AFL smartboard + pupils respond	2,3,4,5	Reduced (if done instead not as well as marking)	Varies – usually 5-10 pupils (some for praise, some for	Yes	Re-thinks in books	Targets key issues Gets done Saves time	Each child doesn't get a specific comment

Method of assessment or feedback	Year Groups currently using	Impact on Teacher Workload	% of children receiving individual feedback with this method	Improvement evident as a result?	Where is there evidence of the feedback and its impact?	Pros	Cons
Flag Groups (teacher identifies children in lesson as needing more support to achieve the objective and they attend a follow-up group, usually run by LSA)	3,6	Reduced	5-10 pupils	Yes	Follow-up testing / lessons	Rapid response Quick fire interventions achieve immediate results	Low % of individual feedback More able children may not be supported
Answer Stations	3,5,6	Reduced	100%	Yes. Increases independence and children make adjustments quickly	Corrections in books – AS rules: children have to explain where they went wrong	Independence Teacher freed up Pupils learn from mistakes quickly	Children need to be honest (harder with younger children)
Hinge Questions	5	Reduced	100%	Yes	Groupings (on plan)	Pupils can be grouped and given	
Marking with the teacher	1,2,3,4,5	Reduced	100%	Yes	Books	Instant Time-saving	Not suitable for all activities
Modelling how to edit for proof reading / peer marking	2,3,4	Time-consuming initially but then reduced workload	100%	Yes	Books Progress over time Data sheets		
Marking Ladders	2,3,4,5	Increase	100% but not all children fully accessing	Mixed	Books Plans	Clear expectations	Not all children are honest or give it enough effort Time-consuming and doesn't always have an impact on learning (depending on the topic)

Method of assessment or feedback	Year Groups currently using	Impact on Teacher Workload	% of children receiving individual feedback with this method	Improvement evident as a result?	Where is there evidence of the feedback and its impact?	Pros	Cons
Picture symbols in books	1	Less than written comments	100%	Children make corrections	Books and plans	Instant	Not enough editing
Green and Pink marks in books for teacher reference	Nursery	Helps compile each learning journey	All over the course of the year	Improvements clear from books	Books	Individual to each child and children know what to focus on	
ILD – gaps / long observations	Nursery and Reception	Varies	Long obs 100%	Through observations	ILD	Home link Identifies gaps Helps set up focus groups Reduces work load Deeper understanding of child	Can't see general progression without looking at the ILD Can get distracted by other children during obs
Best book portfolios	Nursery	Increase	100%	Progress evident in books	Portfolio	Shows learning journey	Time-consuming
Assessment of task during lesson to identify target children – followed by intervention in pm with LSA	1,2,6	Minimal	100%	Yes	Books	Immediate feedback and support	Requires LSA support Takes time Interventions detract from other subjects
Selecting focus group to follow for a set period of time. LSA deployed to support others	2,3	Minimal	100% eventually	Yes	Books	Covering whole class in depth	Requires LSA support Younger ones may still seek teacher attention
Peer marking self-marking	2	Reduced	Varies	Sometimes	Books	Instant All involved	Not always very skilled Time consuming

Mini-whiteboards are often used in class and groups. These can be very helpful for rapid assessment and to encourage quick answers. They can also help children feel safe in having a go. However, teaching staff should try to avoid over-use of whiteboards as paper records are more helpful in providing evidence of the learning journey.

3. Praise

Praise for good effort and achievement is important to boost children's confidence and encourage a love of learning. At Headley Park we particularly praise children for making and correcting mistakes and other examples of 'growth mindset' e.g. aiming high and showing resilience. Examples of praise in books may include:

- Stickers / smiley faces / stars
- Housepoints
- Invitation to show the HT or read out to class
- Postcard home

We always praise specifically so the children know what they did well and we celebrate effort and attitude

4. LSA Deployment

At Headley Park, we expect and build high levels of teaching expertise among learning support staff. We expect teachers and LSAs to work effectively together to make the best possible use of all methods of assessment and feedback. The table in section 2 (above) includes some examples of where LSAs are used to good effect. LSAs fulfil a variety of roles in the marking, assessment and feedback process, including, for example:

- Marking the work of a group they have been guiding and feeding back to the teacher (they should NOT be asked to mark whole class sets of books)
- Running catch-up sessions after a lesson with children who haven't achieved the objectives
- Assessing individual children in specific skills e.g. reading benchmarking or rainbow maths tests
- Delivering intervention programmes and measuring the impact and success of these, reporting back to the teacher
- Providing verbal feedback directly to individuals and small groups
- Making observations and keeping assessment records, particularly in EYFS

LSAs who work half-days are generally employed in the morning, when the majority of English and maths lessons take place. However, it can be very effective to have afternoon support to run follow-up sessions after the morning lessons, so consideration will be given to this when organising the staffing schedules.

5. Summative Assessment and Data Tracking

Y1-6

Curriculum objectives are highlighted by teachers on the school assessment grids (adapted version of Stat Sheffield). A separate record is kept for each child. These grids are used to make teacher judgements at the end of the year for each child as to their attainment of the Year's standards. The grids state the objectives and teachers tick against them when children have demonstrated understanding of them. Generally, they have to have 3 ticks at different times and in a range of contexts in order to be judged secure in it.

Judgements are categorised as follows:

Year group number + e (entering) or s (securing) or d (deepening). This means, for example, a child achieving 2E is entering the Year 2 curriculum and achieving some of the objectives, but not yet at Y2 standard. A child at 2S is at the expected standard for Y2. A child at 2D is above the standard expected for Year 2.

It is not possible to make these judgements until the end of the academic year because in order to secure the standards, the same objectives have to be re-visited and applied in different contexts and the whole curriculum needs to have been covered.

Therefore, in order to track progress through the year, the following information is collected:

When	What	Action
End of Term 2	<p>Children are grouped into 3 broad categories – below, at and above expected for each subject (reading, writing, GPS and maths).</p> <p>Teachers make these judgements by reviewing the assessment grids and deciding based on how well they have coped with the learning so far.</p> <p>Below = can't access most of the learning at the expected level</p> <p>At = is making progress with the objectives so far. Generally is accessing the learning at an appropriate level</p> <p>Above = is quickly securing all the objectives taught and is able to access more challenging learning</p>	<p>All children in the 'below' category are assessed individually to identify specific progress objectives. This may be KPIs from a previous year's curriculum. Pupil progress meetings will be held to discuss each for each of these children to plan an appropriate programme of intervention.</p> <p>All prior higher-attaining children who are not in the 'above' category will be assessed individually to plan a programme of intervention and support to accelerate progress.</p>

<p>End of Term 3</p>	<p>Children are assessed as at the end of the year but based only on the objectives already taught.</p> <p>Discounting any topics not yet covered at all, teachers will make a pro rata judgement using the grids and counting the ticks as usual.</p> <p>We would expect the majority of children to be entering the standard for their year group at this stage, with higher prior attainers securing (within objectives taught)</p>	<p>All children not yet entering and all prior higher-attaining children not yet securing, would be subject to a pupil progress meeting to identify a specific programme of support and intervention to accelerate progress.</p>
<p>End of Term 4</p>	<p>Children are grouped into 3 broad categories – below, at and above expected for each subject (reading, writing, GPS and maths)</p>	<p>As end of term 2</p>
<p>End of Term 6</p>	<p>Final judgements are made based on the criteria on the assessment grids. Most children are expected to be securing the standard for their year group and all prior attainers or 25% (whichever is higher) should be deepening</p>	<p>Grids are passed on to new teachers by the end of term 6. A programme of intervention for all those below ARE or who have not made sufficient progress will be in place by the start of term 1.</p>

Statutory Assessments

- Children at the end of Year 6 sit the Key Stage 2 Statutory Assessment Tests in May. Teacher Assessments are made using the statutory assessment frameworks issued annually by the DfE
- Children at the end of Year 2 complete the Key Stage 1 Statutory Assessment Tests in May. Teacher Assessments are made using the statutory assessment frameworks issued annually by the DfE
- Children at the end of Y1 complete the phonics screening check in June
- Children who did not achieve the 'pass' mark in the phonics screening in Year 1 complete the phonics screening test at the end of Year 2 in June.
- Children at the end of Year R are assessed against the Early Learning Goals to make a judgement on whether or not they have achieved a Good Level of Development (GLD)
- Children at the end of Y4 will be taking the times tables test when they become statutory in 2020.

Phonics and Spelling

- In addition to the statutory screening in Y1 and re-sits in Y2, we screen every child every year until they achieve 40/40
- Catch-up programmes (e.g. Sound Discovery) are implemented throughout the school in order to enable children to learn all the sounds as quickly as possible
- Spelling lists for all year groups (published by the DfE as part of the National Curriculum) are taught and assessed throughout the year. Support programmes such as 'Get Set Spelling' and 'No Nonsense Spelling' are used to help fill gaps and enable progress.
- All phonics teaching and on-going assessment is based on the 'Letters and Sounds' programme with resources from other schemes used to support as appropriate.

Maths Key Facts

- Times tables and other rapid recall facts required in the National Curriculum are assessed through a system of weekly tests (e.g. Rainbow Maths) supported by additional programmes that keep a running score and monitor progress (e.g. Times Tables Rockstars)

EYFS (Nursery and Reception)

- We use an electronic system to record and assess progress with the Foundation Stage Profile (ILD – interactive Learning Diaries). All evidence is stored on the ILD.
- Coverage is checked termly to identify gaps and inform planning
- Children receive long observations 3 times a year (6 times a year for Pupil Premium Children). Children are observed in detail for one week. Before their focus week, information is gathered from home about their interests and this and the results of the observations inform the planning for the following week. The aim is to encourage children to access areas of the curriculum they are not usually drawn to.

Appendix A – No more marking sheet (sheet of joy) – Class Assessment

Learning Objective:	
Work to Praise:	Concerning children:
Presentation:	Basic skills errors:
Misconceptions and next lesson notes:	
