

ST MARY MAGDALENE C OF E PRIMARY SCHOOL



Marking, Assessment and Feedback Policy

Marking, assessment and feedback is an integral part of progress in learning and teaching. Without it, neither the teacher nor the child knows their successes and ways to improve their knowledge, understanding and skills. In our school, every piece of learning is given feedback- by the staff members and at times through peer or self-assessment. Work is marked and children are given feedback during the lessons or as soon as is practically possible after the lesson.

A consistent approach to marking, feedback and AFL at St Mary Magdalene is used to:

- develop, consolidate and deepen pupils' knowledge, understanding and skills;
- give sufficient time for pupils to review what they are learning, to develop further to know what they need to do to improve and to develop the capacity to learn from their mistakes;
- identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning;
- reshape tasks and explanations so that pupils better understand new concepts;
- tackle misconceptions and build on pupils' strengths;
- deepen learning and thinking;
- maximise and make rapid progress;
- move learning forward;
- engage children with meaningful marking and feedback dialogue.

Children's learning will be marked using the following:

- Purple pen for staff- supporting and challenging learning against our outcomes
- Responses to pupils' learning should help them make progress by identifying at least one key area for improvement within every lesson. These may be through verbal feedback, key word marking, a learning question, a gap task, a critical thinking, consolidation activity, self or peer assessment. It may also reference children's personal targets.
- Intervention/key word/verbal feedback marking so that children can act on feedback immediately and make changes to their work.

- Key word marking stickers will also be used when marking English and Maths work, where appropriate.
- Green pen/pencil for children when peer/self-assessing – indicated with SA/PA as appropriate.
- Supply will initial if a regular supply/write 'supply' if not.
- Age appropriate vocabulary.
- School handwriting, modelling our expectations of what our books should look like.
- HLTAs, when covering classes, will adopt the marking expectations of the class teacher.
- Non-negotiable stamper for non-negotiable words spelt incorrectly.

Symbols:

- VF= verbal feedback given
- GG/initials = guided group work with member of staff
- SA = Self Assessment
- PA = Peer Assessment
- ✓ are used to celebrate learning
- ● prompts children to correct an error
- CUPS prompts children to check for capitalisation, use of vocabulary, punctuation and spelling
- ~ underneath a word prompts children of a spelling error
- * * prompts children that they need to rewrite a sentence.
- ^ prompts children to add a word/short phrase
- → Reimagine- prompts children to add more detail

Where work has been reviewed during a lesson this will be indicated at the point where staff have intervened through key word, on-the-spot intervention marking using symbols or stickers or through using VF to indicate that verbal feedback has been given.

Teachers will praise and recognise when children have acted on intervention marking. This may be through: verbal feedback, comments or with a smiley face or tick next to 'The Write Stuff' stickers when children have included or improved a technique in their writing.

Incorrect spellings will be indicated using a wiggly line underneath - no more than 5. These will be linked to either words given for the task, children's own spellings or age appropriate. Children will then use age appropriate resources to write correct spellings (three times for each word). If an incorrect spelling is from our non-negotiable spelling this then the stamper will be used to indicate this.

A range of assessment for learning tools are used to assess children's learning against the outcomes for example: peer/self-assessment, hinge questions, gap tasks or exit passes. Time must be given for children to respond to gap tasks and feedback as soon as possible. Marking must be done as soon as possible in order to be as formative as possible.

Reasonable adjustments

There may adjustments to the policy depending on specific individual needs. For example, children who use a computer to type their writing will adjust font colour to green to show where intervention and verbal feedback has taken place. For children who are receiving support with handwriting, a yellow highlighter line may be seen as a visual guide for letter size and formation. Specific provision in place for access in lessons is documented within our provision map and staff in class will be able to explain how they are supporting the children in their class.

Early Years

In Early Years, staff comments are made to reflect how children have approached and completed a task. Some stampers are used to mark in focus books such as number formation and finger spaces. These can be used within the focus activity to point out what is expected, as well as being used to mark when this has been noticed or alongside verbal feedback to address misconceptions and next steps.

Assessment

There are two main forms assessment – formative (taking place on a day-to-day basis during teaching and learning) and summative (what a pupil has achieved at the end of a period of time).

In our school, we use a range of assessment in order to maximise progress of each child in every lesson and across the year.

Planning is changed accordingly – mid-lesson, short and long term. Monitoring ensures this is accurate, alongside regular moderation of levels, work and lessons. Differentiation for different needs and abilities is key. By providing scaffolded tasks and depth tasks/challenges ensure all children can access learning through appropriate support and challenge.

Higher order questioning is a tool to enable staff and children to challenge each other.

Within Maths summative assessments take the form of White Rose end of block assessments at the end of each term. These are completed from years 1-6 looking at arithmetic and reasoning skills.

External assessment

In line with National guidance – currently annually - Year 6 SATs, Y2 SATs, Y1 phonics test, Year 4 MTC and end of EYFS 'good level of development'.

School's Assessment System

Insight is the school's assessment system used from Nursery to Year 6. It gives us the teaching and learning picture and is used as a formative system, used to inform planning, teaching and learning.

It can show where gaps need to be plugged for interventions and which objectives need learning opportunities planned for.

School uses information from Insight to identify children who may not be on track and are underachieving so that support and actions are put in place.

Insight assesses against National Curriculum objectives for Reading, Writing and Maths and staff can record whether children are emerging, developing, secure or showing greater depth within year group objectives. Insight will produce an overall level of development for each pupil within the year group grid they are working on. This correlates in showing whether children are working towards, are at or are working above age-related expectations. The level of development children are expected to be working at progresses throughout the year and can be seen below:

EYFS

EYFS Insight to identify and assess how young children are progressing. It assesses against the statutory framework using the objectives for the Seven areas of learning. These are subdivided by the sections within each area, allowing staff to assess through the Seventeen areas of learning. The areas of learning assessed are shown below:

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

Staff can record whether children are emerging, developing or secure within these areas. These assessments will guide teachers in making the final assessment of whether children achieve their ELG by the end of their Early Years Journey.

The level of development children are expected to be working at progresses throughout the year and can be seen below:

Year Group	Baseline	Autumn	Spring	Summer
------------	----------	--------	--------	--------

Marking, Assessment and Feedback Policy

Approved:

Next Review:

Nursery	0-3 S	3-4 E	3-4 D	3-4 S
Reception	3-4 S	REC E	REC D	REC S /GLD

This assessment tool allows us to highlight gaps in learning, individual next steps and is used closely when planning.

Reporting

- Annual written report to parents
- Verbal report to parents via termly parents' evenings
- To the next teacher – any records, use of the Educater system
- To another primary school – all records to be passed on – safeguarding of data is paramount
- To secondary school – common transfer file, use of eg Transition Pathways
- Half termly, termly reports to the Governing Body

Monitoring

Produced in line with School Improvement plan and adapted accordingly – termly monitoring calendar produced.

Data

Data is collected formatively for all children, analysed and resources deployed as a result, in line with other policies such as Pupil Premium policy and curriculum policies. Targets are set in line with historical and projected performance.

School ethos

As a Christian school, we will mark work based on our values in order to protect children's self-esteem whilst guiding them to maximise potential.

