

# Tas Valley Church Schools Federation

## Marking and Feedback Policy



<b>Formally adopted by the Governing Board of:-</b>	<b>Tas Valley Federation</b>
<b>On:-</b>	
<b>Chair of Governors:-</b>	<b>Diane Perry-Yates</b>
<b>Last updated:-</b>	

***“Assessment is, indeed, the bridge between teaching and learning.”***

***Dylan William***

## **1. Introduction**

- 1.1 We aim for high quality teaching and learning, and the heart of this is effective assessment, underpinned by our growth mindset that all pupils can succeed.
- 1.2 The Tas Valley Federation believes that a successful quality Marking and Feedback Policy will contribute to all children being active participants in their learning and to the raising of standards.

## **2. Aims and principles**

- 2.1 The aims and principles of this policy are to ensure that:
  - teachers respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress;
  - High quality, in depth teaching is supported and informed by high quality formative assessment/responsive teaching;
  - the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively;
  - assessment provides information, which is clear, reliable, and free from bias and informs teaching and learning;
  - pupils are enabled to demonstrate what they know, understand, and can do in their learning;
  - pupils take responsibility for achievements and are encouraged to reflect on their own progress, understand their progress, understand their strengths, and identify what they need to do to improve;
  - assessment is inclusive of all abilities.

## **3. Day to Day Assessment**

- 3.1 Through ‘day-to-day in-school assessment’, we will:
  - support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve;
  - ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations;
  - give constructive feedback to pupils in a range of ways that enable them to have an active role in identifying their own learning needs and how to make progress.

## **4. Formative Assessment**

4.1 Formative Assessment will be used by teachers to inform teaching and provide the learning needs of all pupils. It will determine gaps in understanding and will enable teachers to address these in future learning experiences. Typical methods of formative assessment include:

- deep level questioning including Hinge/Diagnostic questions to check for understanding;
- ABC Questioning;
- cold calling;
- radial questioning;
- Question Shells;
- show me boards;
- Plickers;
- Rally Robin to revisit prior learning;
- WAGOLL Bingo;
- Over teaching to close gaps;
- Plenary Pals;
- Fly Swatter Plenary;
- Exit Tickets;
- Retrieval Practice;
- The Cookie Monster;
- Perfect Partner activities;
- What have I learned discussions.

## 5. Feedback

5.1 We believe that the most effective feedback is given to children whilst focussing on a given task and can come in various forms. Verbal feedback plays a huge role in motivating and supporting all children and should be used frequently and throughout the lesson to allow children to act upon this immediately.

5.2 Feedback is provided in such a way to ensure that children welcome the feedback. Feedback enables pupils to recognise their successes as well as providing a next step.

5.3 Apart from a symbol to illustrate that verbal feedback had been given, the feedback given would not be seen in books. The impact of the feedback will be evident in subsequent learning.

5.4 Wherever possible, marking will take place with the children. It offers guidance as to the extent to which learning objectives have been met and suggests the next steps children might take in their learning. Marking is only of value if comments are read, understood and responded to.

5.5 Effective Feedback should:

- Be provided in a **timely** manner;
- Provide clear information to children about the strengths of their work;

- Recognise, encourage, and reward children's effort and progress;
- Encourage children to strive and improve;
- Direct children to what they need to do to improve their work and the next steps they need to take.

5.6 The following strategies are examples of effective feedback:

- Purple pen of progress (KS2) or editing pencil (KS1)
- Verbal feedback based on strengths and next steps
- 'Catch my comment' on sticky labels
- Moving post-it note
- Editing time (highlighted box marking)
- Peer assessment

5.7 Some feedback is recorded in children's books. See Appendix for the signs and symbols that will be used in KS1 and KS2.

## 6. **Peer Feedback**

6.1 Peer feedback is used in all year groups and across the curriculum.

6.2 Children are supported in given appropriate feedback through explicit modelling. Scaffolds are provided to support the giving of verbal feedback to their peers.

## 7. **Marking and Feedback in the Early Years Foundation Stage**

7.1 Children's ongoing formative assessments are at the heart of effective Early Years practice. Staff observe children as they act and interact in their play, everyday activities and planned activities. Staff analyse the observations to identify precise next steps using the guidelines set out in 'Birth to Five Matters' (2021 September).

7.2 Significant observations are recorded on Tapestry and shared regularly with the children, parents and carers. Next steps are made explicit in planning and made evident to the child through individual or group activities and interactions.

7.3 Feedback to the child is given in the moment and is recognised as the process of the learning. The impact of feedback can be captured in many ways and celebrated.

## 8. **Assessment**

8.1 The Tas Valley Federation use three broad overarching forms of assessment: 'Day to Day In School Formative Assessment'. 'In-School Summative Assessment' and 'Nationally Standardised Summative Assessments'.

## 9. **In-School Summative Assessment**

9.1 In-School summative assessments will be used to monitor and support children's performance. They will provide children with information about how

well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve.

In-School summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate pupil learning at the end of an instructional unit or period. These assessments will support teachers in planning for subsequent teaching and learning.

In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to ensure full curriculum coverage (linked to coverage of the Progression of Knowledge and Skills documents for each curriculum area), to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve expected attainment and sufficient progress.

9.2 A range of 'In-School-summative assessments' will be used including:

- Regular assessments in line with Little Wandle Letters and Sounds (Phonics)
- Termly assessments (NFER, White Rose)
- Past papers for the end of Key Stage Assessments
- 'Hexagon sheets' within Foundation Subjects

## **10. National standardised summative assessment**

10.1 Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to other schools.

10.2 Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context.

10.3 Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally and make judgements about the school's effectiveness.

10.4 A range of Nationally standardised and statutory summative assessments will be used:

- A baseline assessment in Reception
- Teacher assessments at the end of Early Years Foundation Stage
- A phonics check in Year 1 (Re-test in Year 2 if necessary)
- Teacher assessments at the end of Key Stage 1
- Multiplication Check (Year 4)
- Statutory tests and teacher assessments at the end of Key Stage 2.

## **11. Self-Assessment**

11.1 Self- assessment is encouraged across the school. Writing Detectives are used by pupils in Key Stage Two to map their own progress towards end of year achievements. In Key Stage One, Writing Passports are used instead.

**12. An inclusive approach to assessment**

11.1 In addition to the assessments above, the school will make use of diagnostic assessments to contribute to the early and accurate identification of children's special educational needs and any requirements for support and intervention.

**13. Monitoring and review**

13.1 This policy will be reviewed every 2 years.

## Appendix 1 – Codes for Preston Primary School

### **Stampers:**

Finger spaces

Writing on the line

Full stops

Capital letters

Resound out a word

### **Extra Codes:**

// new paragraph

, commas - arrow will be used for next step

KS2: If stamps have been used, children to use purple pen to correct these in morning sessions

Absolute Essentials will be addressed verbally (Underlining of titles and dates etc)

On focus / extended pieces (2 pieces per half term in English books)

Star for what went well

Arrow next step

Other written work will be initialed once read if next steps are not required/  
not English deep marked

If objectives are met, LO will be ticked.

### **Spellings**

KS1: Wiggly line for spellings

KS2: Wiggly line as necessary- progressing to sp. in margin - children to locate incorrect spellings from the line

## **Maths**

Ticks and dots for Maths

Stars and arrows for deep Maths marking when required

Verbal feedback: VF code in margin



## Appendix 2 – Codes for Saxlingham Primary School

### **Stampers (Squirrels):**

Finger spaces

Writing on the line

Full stops

Capital letters

Resound out a word

Stamps are ticked for positive feedback. 'Next' is used to indicate the child's next steps

### **Extra Codes:**

//	new paragraph
VF	verbal feedback
P	punctuation
Sp	spelling
Gr	grammar
^	missing word
*(star)	used for other errors

### **Maths**

C	correction needed
I	independent work
S	adult support given
MP	more practice needed (Squirrels)

If objectives are met, LO will be ticked.