



INSPIRE

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Assessment, Marking and Feedback Policy

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Summary of Changes from Previous Version

Version	Date	Author	Summary of Updates
V1			New Policy



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1. Purpose

1.1 We believe that it is an essential part of teaching and learning for children in our academy to know their efforts are appreciated and valued. Receiving feedback in a positive, supportive way is an important step in enabling children to know what they are doing well and importantly, how to further improve. We believe that feedback and marking is part of the on-going assessment process enabling good progress to be made by all children.

1.2 In order for the successful implementation of our marking and feedback policy, across the academy children should have the opportunity to develop a growth mindset. This enables children to be responsive to feedback as they develop their understanding that they all have the capacity to improve no matter what their starting points are. To ensure pupils' mindset grows we make regular reference, using a variety of strategies: reinforcement of school learning characters in lessons and through achievement celebrations, displays, in PSHE, Jigsaw and circle times

1.3 This policy takes into account *the key principles from EEF Guidance Document – 'Feedback to Improve Pupil Learning'*.

At Exceed Learning Partnership, we expect all staff to adopt the following principles and use these consistently within their marking and feedback.

2. Foundations for effective feedback:

2.1 Before providing feedback, teachers should provide high quality explicit instruction, including the use of formative assessment strategies.

We will recognise, encourage and reward children's efforts and progress to motivate children to strive and improve



High Quality Initial Instruction

- This will reduce the work that feedback needs to do; formative assessment strategies are required to set **learning intentions** (which feedback will aim towards) and to **assess learning gaps** (which feedback will address)



Deliver Appropriate Timing on the Feedback

- Feedback must focus on moving the learning forward, in order to embed or deepen knowledge/skills.
- Immediate feedback or delayed feedback should be judged on pupils' engagement and understanding of the learning intention e.g. immediate feedback may be required if pupils' have misconceptions.
- Feedback should target the specific learning gaps children exhibit in the lesson.



Plan for How Pupils will Receive Feedback and use Feedback

- Planning the timing and the way to give feedback has to be thought through carefully. To keep pupils self motivated and confident, teachers should use strategies that encourage pupils to give and receive feedback from peers.
- Teachers should check on the impact of/ or response to their feedback.



Use Purposeful Verbal Feedback

Live marking through verbal feedback is effective when it is specific, well-timed and focuses on the learning gaps or misconceptions to move learning forward.

Examples are: conferencing alongside a child with 2 copies of the learning/whiteboard, tick marking, mini plenaries, photograph using the ipad and with the child's permission, screen share.



Use Purposeful, Timely and Efficient Written Feedback (marking)

Written feedback should follow the 3 foundations above and focus on the learning intention, gaps (through modelling) or provide cues/symbols to indicate where children need to edit, correct and further develop their learning.



3. Aims

3.1 It is our intention that:

- 1) The marking and feedback policy will be clearly understood by staff and children.
- 2) The marking code will be used to help efficiency and live marking as much as possible alongside the child to model, correct, give prompts for the learning to move forward (See academy specific codes in appendix A)
- 3) Feedback will be given to children acknowledging their achievements and progress as well as to challenge and check secure understanding.
- 4) Feedback will be given verbally and in written form to guide children to make improvements and progress alongside guiding them towards self-assessment.
- 5) To ensure all children understand how to improve, different types of feedback should be used. These will be a mixture of challenge, reminder, process and example prompts used appropriately to match individual children's learning needs. (This will be done through comments, questions, discussions or diagrams to help children understand.)
- 6) Feedback will have a positive impact on all pupils' learning.
- 7) Children are involved in feedback and are given opportunities to reflect and act upon it (during or after lessons).

4. Consistency

4.1 We use the following foundations for feedback and written feedback, this should be evident in all classes and in all subjects across the Trust. However, approaches will be adapted to meet all children's needs where appropriate.

4.2 We will give feedback verbally or written to children dependent on the need or timing. Any feedback will have a clear purpose to move on a child's learning by:

- Addressing a misconception
- Reinforcing a skill or key component
- Extending their understanding of ability to do something

4.3 Where we are giving verbal feedback, we will only record the feedback in individual books if it will reinforce for a pupil the implementation of the next step. In Year 1 predominantly the feedback will be verbal and where needed teacher modelling alongside the child to support misconceptions or extend the learning.

We will apply the marking code to all written feedback to reduce the need for written comments (see Appendix A). The marking code should be explained to all pupils and visible in the learning environment.

5. Learning Intentions and Key Knowledge Component/Assessment Criteria

5.1 Marking is undertaken in accordance with the learning intention and steps to success/key knowledge components. Where appropriate we mark with the pupil present. This must be evident in all books from Year 1 to Year 6. Every lesson will have key intended knowledge identified on a knowledge note where teachers can indicate whether the learning has been guided (see Appendix B for an example). Knowledge notes displayed in floorbooks will include pupil initials in order for assessment to take place. This can be highlighted in a different colour for different days where objectives may have been met.

5.2 At the end of a lesson or sequence of learning teachers will indicate in assessment books or folders which pupils have acquired the knowledge or shown the intended disciplinary understanding.

5.3 Teachers keep accurate and precise assessment records based on the knowledge that we are assessing pupils on. This will feedforward to shape sequences of learning. In Writing, this will be through use of formative assessment spreadsheets. In Maths and Reading this is through formative assessment tick sheets, indicating which children have met the objective, and through wider curriculum, this is indicated on a concept progression with pupil initials to show which pupils have achieved or met the knowledge. (See appendix C)

6. Feedback Toolkit

6.1 We will use the following tools during written feedback where these are appropriate to allow opportunities for **children to think about the learning and concepts** in order to deepen the learning and embed new knowledge and develop schemas for learning. This enables pupils over time to develop their own opinion about their learning and the learning of their peers. **Questions orally or written as learning prompts** help a child articulate their learning processes, edit their learning and justify, evaluate or conclude. See the Feedback Toolkit for examples of prompts to support depth of learning in Appendix D. This includes teacher aids such as whole class and individual feedback structures.



6.2 We will model how to respond to feedback to set the expectations for children and support the pathways upon which they begin to articulate their thought processes. **Modelling** may take on a variety of forms e.g. *using a flip chart. whiteboard, screen shot and screen share onto the smart screen, learning walls or editing alongside on an additional copy as a conference.*

We will provide pupils with opportunities to review their own and each other's learning e.g. editing and improving writing, checking spellings, reviewing corrections or discussion reasoning.



7. Targets or Goals

7.1 We will feedback targets or goals following summative assessment points so that each child is secure with their next steps and parents/carers so that they can offer support through blended learning at home.

The targets we set will be:

- Based on robust evidence e.g. a range of diagnostic assessments.
- Developmental.
- Specific, measurable, attainable, realistic and related to a time scale.
- Agreed with the learner, be clear and simple to understand
- Regularly monitored evaluated and reviewed.
- Be visible to the child to refer to in their book, on a card
- Shared with parents/carers. (This will be done both in writing and verbally as part of the Parental Consultation Evenings and uploaded onto Tapestry or Seesaw our online platforms).

The achievement of targets should be celebrated, rewarded and praised.



Appendix A

Coding Marking within EYFS and KS1

VF	Verbal live marking and feedback given
✓	Signal learning achievements, correct, positive feedback. Adults to initial who has marked the learning.
<u>✓</u>	Word underlined with a tick – good vocabulary used for effect e.g. adverbial, preposition...
----- C	Word underlined with a dotted line and a c – a word to be developed/check the sentence makes sense
CL	Capital letter missing
FG	Finger gaps missing between words
∧	Missing word
sp	Check Spelling (children to practise the correct spelling in the margin or at the bottom of the page).
I	Independent (this does not need to be on everything but when specifically needed)



Coding Marking within KS2

VF	Verbal live marking and feedback given
✓	Signal learning achievements, correct, positive feedback. Adults to initial who has marked the learning.
----- ✓	Word underlined with a tick – good vocabulary used for effect e.g. adverbial, preposition...
----- C	Word underlined with a dotted line and a c – a word to be developed/check the sentence makes sense
CL	Capital letter missing
//	New paragraph needed
FG	Finger gaps missing between words
∧	Missing word
sp	Check Spelling (children to practise the correct spelling in the margin or at the bottom of the page).
t	Incorrect tense
[]	Remove the word/phrase
I	Independent (this does not need to be on everything but when specifically needed)

Appendix B

Example knowledge note with evidence for guided work to be highlighted

Knowledge notes used in floorbooks will have pupil initials included to indicate assessment


11th September 2024

We will know a sentence has a 'who' and a 'do'

We will know how write sentences about the same thing


Guided

Subject – Noun



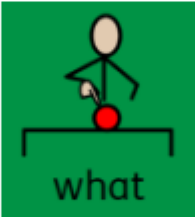
who

Doing – Verb




doing

What



what

Sentence structure



It is a ...
 I am a ...
 I can see a ...

ABC	●	☞	<i>a b c</i>	<i>ee ur ow</i>
Capital letters	Full stops	Finger gaps	Letter formation	Use of phonics

We will know what a chord progression is

We will know how to play a chord progression on the glockenspiel

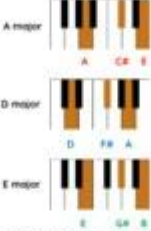
Chord = two or more notes played at the same time that are in harmony.
Chord progression = a group of chords played in a particular order.

Each chord has three notes:

A major: A C# E

D major: D F# A


E major: E G# B



Major chords are made up of 3 notes and are described as 'happy chords' because they sound happy.
Minor chords are made up of 3 notes and are described as 'sad chords'.

Metronome

A device that can be set to create a steady sound (beat) to help musicians play rhythms accurately.



Performing

AA JB LB OC LC CC ED DE IE RF
 MG LHB AI DJ PK LL CL ML CL SL
 AMM AM HM FM YM SS APH MT
 AW SW

Appendix C

Bentley High Street Primary School

Formative assessment over a sequence of learning





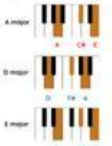




Sequence of learning:	Objective or knowledge	Objective or knowledge	Objective or knowledge	Objective or knowledge			
Name A							
Name B							
Name C							
Name D							
Name E							
Name F							
Name G							

Concept progression with initials identified – wider curriculum



Concept Progression

Music- Spring Term – South and West Africa

Concept	Knowledge	Assessment – children's initials are highlighted and dated once understood. Any not understood will be revisited and highlighted and dated in another colour
South African traditional songs	<ul style="list-style-type: none"> Dance is an important part of music in South and West Africa Shosholozo is a traditional Nguni folk song. Shosholozo is a call and response song. Call and Response is a musical technique that is similar to a conversation. One phrase of music acts as the call and is answered by a different phrase. <p>When performing:</p> <ul style="list-style-type: none"> Come in at the right time Sing in time with the group Sing lyrics at the correct volume and pace  	<p><u>AA</u> <u>JB</u> LB OC LC CC ED DE IE RF</p> <p>MG LHB AI DJ PK LL CL ML CL SL</p> <p>AMM AM HM FM YM SS APH MT</p> <p>AW SW</p>
Chord progressions	<p>Chord = two or more notes played at the same time that are in harmony.</p> <p>Chord progression = a group of chords played in a particular order.</p> <p>Each chord has three notes:</p> <p>A major: A C# E</p> <p>D major: D F# A</p> <p>E major: E G# B</p>    <p>Major chords are made up of 3 notes and are described as 'happy chords' because they sound happy.</p> <p>Minor chords are made up of 3 notes and are described as 'sad chords'.</p>	<p><u>AA</u> <u>JB</u> LB OC LC CC ED DE IE RF</p> <p>MG LHB AI DJ PK LL CL ML CL SL</p> <p>AMM AM HM FM YM SS APH MT</p> <p>AW SW</p>
Percussion	<p>Percussion instruments are played by shaking, tapping or scraping with your hand or a beater.</p>   <ul style="list-style-type: none"> Poly-rhythms means many rhythms played at once. A soloist is a musician or singer who performs on their own, a solo. A duo is two musicians or singers performing together, a duet. A capella means singing without any musical accompaniment. 	<p><u>AA</u> <u>JB</u> LB OC LC CC ED DE IE RF</p> <p>MG LHB AI DJ PK LL CL ML CL SL</p> <p>AMM AM HM FM YM SS APH MT</p> <p>AW SW</p>



Appendix D

Feedback Toolkit

Growth Mindset
Teachers are encouraged to embed Growth Mindset through a whole- class display. Growth Mindset should be... Introduced, then embedded, from the start of the school year and on regular basis Modelled by all adults and children through the use of key language Celebrated regularly in both classroom and whole-school settings Developed through the use of metacognition
Whole Class Crib Sheet
Teachers can feedback to the whole class using the whole class crib sheet in any subject Crib Sheets should be used to... Celebrate what has gone well Look at depth of learning Inform daily planning and plan for corrective teaching Address misconceptions Identify gaps and next steps Identify focus groups
Live Marking
Teachers should be making use of a range of strategies to assess and feedback to pupils on a daily basis. This can be done through verbal conferencing, tick marking and mini- plenaries.
Green Box
In English lessons, teachers can use a green highlighter to focus live/post- lesson feedback. Green boxes can be used to address misconceptions, identify next steps, to support redrafting, or to move learning on.
Self-Assessment
Teachers should provide pupils with weekly opportunities to assess their own learning against the success criteria. Teachers should use this to identify pupil errors vs. mistakes.
Peer Assessment
Pupils should have a weekly opportunity to assess their peer's learning against the steps to success.
Honesty Sheets
Pupils should have the opportunity to independently check their fluency and identify their own misconceptions. Teachers should use this to identify pupil errors vs. mistakes.
Written Feedback
Children should have a regular opportunity to deepen their learning by reflecting and responding to adults' written feedback. Teachers should identify an appropriate opportunity where written feedback would accelerate a pupil's progress, either through scaffolding or provocative prompting.



Whole Class Feedback

Whole Class Feedback

Learning Intention:
Things we did well...

Things we did well...

An example is...

An example is...

Your Next Steps:

1

2

3

4

Our Task Together:



Group Feedback and guided support

<p>Group Feedback and guided support</p> <p>Learning Intention: Things we did well ...</p>		<p>What we need to work on ...</p>
<p>(I do) An example is ...</p>		
<p>Teaching sequence: ...</p>		<p>We do ...</p>
<p>The diagram illustrates a 7-stage teaching sequence. Stage 1 is 'Active all prior knowledge'. Stage 2 is 'Explicit strategy with evidence'. Stage 3 is 'Knowledge of their strategy'. Stage 4 is 'Peer or class of strategy'. Stage 5 is 'Class practice'. Stage 6 is 'Independent practice'. Stage 7 is 'Group reflection'. To the right of the stages, there are 'Essays' examples for each stage, such as 'I had a really good idea of a strategy for a while but then I found it was a bit hard to remember to do it properly' for Stage 1, and 'I know to use what I've learned and compare it to the one I've learned for the next time' for Stage 7.</p>		

A Guide to Verbal Feedback

Stage	Prompt
1. Activate prior knowledge	<i>Can you remember when we were...</i> <i>Let's find what we did in your book...</i>
2. Show what went well and explain why it was effective	<i>I really like how you have done this...</i> <i>Let me show you in your book...</i>
3. Let them comment on their learning by evaluating it.	<i>What do you think about your learning? Is there anything that you are proud of or need to develop?</i>
4. Provide explicit feedback and make it clear what they need to do next. Show do not tell	<i>Let me show you what I think we need to work on next. I will show you an example in your book and we can do one together...</i>
5. Independent practice.	<i>Now I would like you to have a go at using this feedback.</i> <i>I will come back and you can show me how you have improved it. I am excited to see what you have done.</i>