

# Assessment and feedback Policy

Written: July 2019

Review date: July 2022

## Aims:

The aim of all of the marking and feedback in school is that all feedback is meaningful and bespoke to individual children. We recognise that marking can take time and it is essential that marking is there to move all learning forward so that children know what they have done well and what they can improve on in future. Marking works best when it is used to inform future planning and assessment.

‘The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress’ (EEF, pg. 5).

We believe that marking and feedback should celebrate learning, effort and achievement in the classroom and build confidence of pupils to take risks with their learning, tackle the unfamiliar and challenge themselves, their teachers and their peers to seek and find out more.

We believe that the quality of feedback, however given, will be seen in how a pupil is able to tackle subsequent learning. As a school, we encourage you to use your professional judgement to decide what form of feedback to use and when you use it. The judgement should be based on what will most positively impact the children’s learning.

It is the responsibility of class teachers to ensure that support staff are feeding back to children effectively in line with this policy. It is not appropriate for volunteers to mark children’s books.

At Shamblehurst we use a variety of methods to assess and feedback to children. All of these are listed and explained with examples in this policy. Teacher and support staff are encouraged to use these methods in their day to day practice.

## Target marking:

Target marking should be used as an effective way of children knowing what they need to do improve their work. Targets should be bespoke and relevant for each lesson. Target marking should be used in both English and maths where appropriate. This is not appropriate for all lessons and should not be forced into the learning. Target marking can be used as a way of developing children’s responses ‘there is a strong case for providing dedicated time to consider and respond to marking in class’ (EEF, pg. 16). See appendix 1.

## Live marking:

Live marking against success criteria gives children very clear expectations of the lesson. ‘Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking’ (EEF, pg. 5). With this in mind, the effective use of live marking ensures that pupils can respond at the point of teaching therefore having more impact on the learning. See appendix 2. Where live marking is used, it should be annotated with VF followed by the target number that this refers to, e.g. VF T1.

## Success Criteria:

Success Criteria needs to be an integral part of a learning journey so that children know what they have to do to be successful in their work. This can be used in all curriculum areas and children should be clear about what the success criteria is. By working to success criteria, children have clear knowledge about the expectations of their learning. Success criteria should be written or shared with the children so that they know what they are learning. These targets must be recorded in your marking, feedback and assessment folders. Through assessing against success criteria, children will be able to assess themselves against the criteria to see how well they have completed a task.

## Non-negotiables:

Non-negotiables vary in each year group and in some cases each class. They are based on the previous years objectives and are specific for each subject. As the year progresses non-negotiables will change according to what has been taught. An objective will be considered a non-negotiable when children have been taught it and understand how to use it easily. This is not about new learning, but embedded learning that hasn't be completed accurately in this piece of work. Marking codes will need to be used for younger children see appendix 3.

## SeeSaw:

SeeSaw can and should be used to provide bespoke spoken feedback for children to act upon. It can also be used to show worked examples for children.

## Peer Critique:

We believe that the use of warm and cool feedback needs to be embedded in children's language. This enables them to create feedback that is meaningful about their peers learning and also makes them think about what might make them more successful. These phrases are modelled from YR to Y6 and encourage children to create smart, kind and helpful feedback. See appendix 4.

Warm feedback should start with:

- 'I really liked the way...'
- 'What jumped out was...'
- 'My favourite part is...'
- 'My eye was drawn to...'
- 'I'd like to celebrate...'

Cool feedback should start with:

- 'Could you...?'
- 'Why don't you...?'
- 'A good idea would be...'
- 'Have you considered...?'
- 'Have you thought of...?'

Peer critique can be used as part of a 'gallery technique' where children view the whole classes work in a gallery and then comment on each others work. This should be anonymous feedback, but once children are trained in warm and cool feedback it effectively moves learning forward (Lear, 2019).

In order to allow children to gather instant feedback about their learning, marking stations should be used. These will allow children to get instant feedback in lessons where there is a clear right or wrong answer.

## Pupil Conferencing:

Pupil conferencing is an integral way of creating an on-going dialogue with children about their learning. Pupil conferencing helps to break down barriers in learning to encourage children to talk about how they have learnt as well as what they have learnt.

## Hot/cold tasks

Hot and cold tasks are an essential diagnostic tool to enable teachers to see what the children need as well as what they have achieved. They must be marked by the teacher, not the children. An overview of the children's learning must be kept in the marking folder. See appendix 5.

## Marking folders:

Marking folders are an integral part of teaching and learning at Shamblehurst. They enable teachers to make on-going assessments that informs teaching so that children make excellent progress. Flexible groups are recorded, children who would benefit from pre teaching are identified, misconceptions are noted, target marking is recorded and ideas and next steps are highlighted. These files are to be used as a tool for assessment and planning and there is no expectation that they are to be filled in every day. See appendix 6.

Within planning and assessment files should be:

- hot and cold task assessments;
- on-going spelling assessments;
- formal test data; and
- any other relevant assessment information about a child's progress.

## References

Lear, J (2019) *The Monkey Proof Box* UK: TJ International

University of Oxford (2016) *EFF A marked improvement? A review of the evidence of written marking*

## Appendices

### Appendix 1: Examples of target marking

Friday 11<sup>th</sup> March 2019

① To write a diary entry from the viewpoint of Macbeth from his coronation night.

Dear Diary,

The fast scals still visit me as I am a crucel-man! I am too tortured by restless spirits. At my coronation, my sight perceived my awaken black shadow, was there. His imperious, glared eyes stared and stared as his vengeful gaze a now carved into my tearing mind!!!

After hearing the news from my incompetent murderers, I was paralysed with terror and horror, I couldn't believe what I had heard... They had allowed Flance to go free. I re-entered the banquet hall and tried to remain calm for all noble guests. However, I couldn't. With one blink of an eye, someone appeared in my midst. His figure was that of a man! What is he doing in my chair? He rose from his seat. And pulled back his hood. DEAD BINOVO! A slit in his throat, pale skin, seaweed-like hair, milky eyes that haunted me. Seize him, seize him! He commanded of my room staring and staring into my soul as he controlled my actions and controlled my thoughts. The guards run around clerked as they did not witness what I did...

My wife had fur etched against her face; She (Lady Macbeth), who was scarlet with embarrassment, tried to disperse the chaotic chatter that I had caused. Worried, she tried and tried to reassure our noble guests that I was jesting, that I had no clipp, that I was not my normal self. But NO, she did not witness the same me. I regained and terror-stricken, my wife had no more.

## Appendix 2: Live marking

20/6/19  
 LO Information poster Titanic (A/2)

EDS	ACE
	Jake (1) Lucy Taylor-grammar (2) Daisy (2) Seth Amber Sean Josiah
	334 Amelia Eva Poppy Josh Thomas L.
Close to	WTS
Jack the Thomas Sean Buddy	Harry R

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(1) handwriting  
 (2) edit  
 (3) spelling  
 (4) new sentence starter

(NN) Harry B  
 Jess  
 their/there  
 Third → 3rd

Tuesday 20th June  
 LO To write an information poster on the Titanic

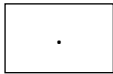
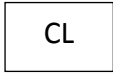


Hi on Tuesday  
 I was writing an information poster on the Titanic. I was given a lot of help and advice from my teacher. I was given a lot of ideas and I was able to write a big poster. I was given a lot of help and advice from my teacher. I was given a lot of ideas and I was able to write a big poster.

Work all day on the Titanic  
 I was given a lot of help and advice from my teacher. I was given a lot of ideas and I was able to write a big poster. I was given a lot of help and advice from my teacher. I was given a lot of ideas and I was able to write a big poster.


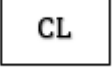


Passengers on the Titanic  
 There were many passengers on the Titanic. Some were rich and some were poor. Some were men and some were women. Some were children and some were babies. Some were from America and some were from Europe. Some were from the United States and some were from the United Kingdom. Some were from the United States and some were from the United Kingdom.

## Appendix 3: Marking codes

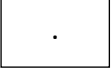
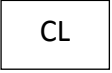


### Year 1

	Full stop
	Capital letter
	Finger spaces (KS1)
	Check your work
VF	Verbal Feedback
SS	Seesaw
Sp	Spelling
I	Independent work
S	Supported work
GG	Guided work – work that is fully supported by an adult. Children’s writing will be similar across a group BUT will not be all the same indicating that it has been copied.
.	Target not achieved
✓	Target achieved
✓✓	Target achieved and can be completed in different ways
✓✓✓	Target achieved and can be explained
T (followed by a number)	Target
KW	Key words

In addition to marking codes Year 1 children have the following on their learning objectives to ensure that non-negotiables are addressed.

				KW
<p><u>LO: To use 'ed' endings</u></p> <ul style="list-style-type: none"> <li>• I know what a verb is</li> <li>• I can change the endings of the words to create a past tense sentence</li> </ul>				

## Year 2

	Full stop
	Capital letter
P	Punctuation is missing Autumn Term - squiggly line underneath missing punctuation Spring Term - P written in the margin for the child to find and fix
	Finger spaces
	Check your work
?	Something doesn't make sense Autumn Term – above section that doesn't make sense Spring Term - ? in margin
VF	Verbal Feedback
Sp	sp in the margin and children find the error and fix
I	Independent work
S	Supported work



GG	Guided work – work that is fully supported by an adult. Children’s writing will be similar across a group BUT will not be all the same indicating that it has been copied.
PA	Peer Assessment
^	Something is missing
NN	Non negotiable (in the margin)
.	Target/LO not achieved
✓	Target/LO achieved
✓✓	Target /LO achieved and can be completed in different ways
✓✓✓	Target/LO achieved and can be explained
//	New paragraph
T (followed by a number)	Target
R	Resources used

### Year 3

	Full stop
	Capital letter
P	Punctuation is missing P written in the margin for the child to find and fix
FS	Finger spaces
?	Something doesn't make sense ? in margin

VF	Verbal Feedback
Sp	Sp in the margin - find and fix the spelling
I	Independent work
S	Supported work
GG	Guided work – work that is fully supported by an adult. Children’s writing will be similar across a group BUT will not be all the same indicating that it has been copied.
∧	Something is missing
NN	Non negotiable (in the margin)
.	Target/LO not achieved
✓	Target/LO achieved
✓✓	Target/LO achieved and can be completed in different ways
✓✓✓	Target/LO achieved and can be explained
//	New paragraph
T (followed by a number)	Target
P+	Presentation great
P-	Presentation poor
R	Resources used

	Full stop
P	Punctuation is missing P written in the margin for the child to find and fix (this would include capital letters for us)
?	Something doesn't make sense ? in margin
VF	Verbal Feedback
SS	Seesaw
Sp	Y2 and above – sp in the margin and children find the error and fix
I	Independent work
S	Supported work
GG	Guided work – work that is fully supported by an adult. Children's writing will be similar across a group BUT will not be all the same indicating that it has been copied.
PA	Peer Assessment
WC	Word choice is either inappropriate or could be improved
^	Something is missing
NN	Non negotiable (in the margin)
//	New paragraph
T (followed by a number)	Target
R	Resources used
TS	Sense error – TS written in the margin

## Year 5

	Capital letter
P	Punctuation is missing
?	Check for sense ? in margin
VF	Verbal Feedback
SS	Seesaw – (Will begin to do as a year group soon)
Sp	Spelling – sp in the margin and children find the error and fix
I	Independent work
S	Supported work
GG	Guided work – work that is fully supported by an adult. Children’s writing will be similar across a group BUT will not be all the same indicating that it has been copied.
PA – by child’s name	Peer Assessment (will start to initial when peer work is completed)
WC	Word choice is either inappropriate or could be improved
^	Something is missing
//	New paragraph
T (followed by a number)	Target

## Year 6

P	Punctuation is missing P written in the margin for the child to find and fix
VF	Verbal Feedback
SS	Seesaw
Sp	Sp in the margin - find and fix the spelling

I	Independent work
S	Supported work
GG	Guided work – work that is fully supported by an adult. Children’s writing will be similar across a group BUT will not be all the same indicating that it has been copied.
PA	Peer Assessment
NN	Non negotiable (in the margin)
.	Target/LO not achieved
✓	Target/LO achieved
✓✓	Target/LO achieved and can be completed in different ways
✓✓✓	Target /LO achieved and can be explained
//	New paragraph
T (followed by a number)	Target
<	Not enough work completed

.	Target not achieved
✓	Target achieved
✓✓	Target achieved and can be completed in different ways
✓✓✓	Target achieved and can be explained

//	New paragraph
T (followed by a number)	Target
P+	Presentation great
P-	Presentation poor
R	Resources used



# Appendix 5: Hot and cold tasks

**CONY100 - Problems**

**Counting in tenths - Y5**

Fill in the missing numbers on the number line below. Shade the strip to show the fraction.

Shade the fraction strips so each one matches the fraction on the decimal.

a) 0.7

b)  $\frac{3}{10}$

c) 0.5

In each of these problems, 20 small cubes represent 1 whole. Write the decimal number for each of the shaded cubes.

Connect the matching fractions and decimals:

$\frac{6}{10}$	0.6
$\frac{2}{10}$	0.7
$\frac{1}{10}$	1.2
$\frac{6}{10}$	0.4
$\frac{7}{10}$	0.4

n-4 - count up and down in hundredths; recognise that hundredths arise when dividing objects by 100 and dividing tenths by 10.

What fraction of each hundred square is shaded?

a)  $\frac{50}{100}$    b)  $\frac{25}{100}$    c)  $\frac{40}{100}$    d)  $\frac{25}{100}$    e)  $\frac{75}{100}$

**Groupings after decimal cold task**

**Year 5**

Group	Children
Y5 Beyond	Evam, Tom, C Oliver, Tom P, Madison, Piper, Patrice, Alfie, Grace, Lucas
Y5 Expected	Chloe - ordering a line, Luke, C, Jaydan, Max, Phoebe H, Phoebe S, Pablo, Jake, Me, Isha, Brooke
Y5 Close to tenths	Poppy, Amy, Evelyn, Alex, Job, P
Below SEN	Georgie, Cody, Zac

Isla away



# Appendix 6: Marking folder examples

Marking books are used in different ways and can be bespoke to each class.

Date: 23/11/19

Work to Praise and Share: Natasha, Gabriella, Liam

Need Further Support: Lily - capitals, Sammy - sense, Louis - Purple step 2nd paragraph

Presentation: Jess

Basic Skills Errors: Jack - Capitals, Alice - Apostrophes, Harry - ?

Misconceptions and Next Lesson Notes: Lily - factored incorrectly, Sam - Could she be with?, Louis - Date? C.O., Molly - why is she missing needed - when?

11) Language features, 12) Capital letters, 13) Punctuation, 14) Spelling, 15) Read, 16) H-L punctuation, 17) Tenses, 18) Presentation, 19) Connect to mark classes

Daily Planning Overview: Group, Children, Beyond (Natasha, Gabriella, Savannah, Leah, Molly), Expected (Jack, Jess, Alice, David, Sophie, Harry, Lily, Sam), Close to, Below (Lacey, Japier)

Daily Planning Overview: Group, Children

Beyond: (writing progression)

Expected: Martin, Will, Harry, Jack, Gabriella, Harry, Seb, Alex, Lily, Louis, Sophie, Tom, Lily, Kayleigh

Misconceptions and Next Lesson Notes: Jack - don't read, Louis - comparing sentences, Lily - why did you, Lacey - write

15/01/19

imagine 3 sentences to  
to include interests of 21

<p>Presentations</p> <p>Isabelle (10) - may write again.</p>	<p>Basic Skills Entry</p> <p>Luka - re - write</p>
<p>Miscellaneous and Next Lesson Notes</p>	
<p>My group</p> <p>Focus: Luka, Phoebe S, Piper, Amy, Cody, Chloe, T, Bodee</p>	

15/01/19

15/01/19

Group	Children
Beyond	
Targeted	Oliver Alfie (4) Tilly Ewan Chloe Evelyn Polina
Close to	Piper (home) Phoebe S & Lucas - 4 Phoebe S Saba M Thomas C Madison George Poppy - complex what happened about
Other	Alex Luke C Amy My group Phoebe S Max Cody groups - Sophie Peter Zac