Lower School Assessment, Feedback & Marking and Reporting Policy

Written by: Simon Berkley
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Approved by: Senior Leadership Team
Council of Trustees
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In this policy “parents” shall always refer to parent, parents, guardians and/or careres; “pupil” shall stand for students and pupils.
Feedback and Marking

This first section is written to give teachers guidance on how the school requires feedback and marking to be carried out, yet there is scope for teachers to carry out this work in a way that works for them and their pupils. The bedrock of this policy is that there needs to be evidence of the conversations that take place between teacher and pupil that help the pupil make progress. Verbal feedback, delivered at the point of learning, is considered to be the most productive way of helping this progress happen but this needs to be supported by good supportive marking as well. It should also be noted that this is one element of delivering a supportive and inclusive curriculum. There are other aspects that complement its approach.

Key Principles

- Feedback and Marking should be: ‘Meaningful, Manageable and Motivating’ – for pupils, teachers, parents and all other stakeholders.

- From Class 3 upwards, the student should always be able to say what they are good at and how they can improve. In Classes 1 & 2, pupils should always know what is expected of them and/or be able to refer to examples of work provided by the teacher for reference.

- Students should know what the expectations are, therefore expectations should be consistent, age-appropriate, clearly communicated and set high.

- Teachers should give pupils regular feedback, both orally and through accurate marking. They should expect students to respond to feedback by changing and improving what they do.

- Marking and Feedback should acknowledge process as well as outcome, effort as well as ability.

- Feedback should motivate. Motivation should be driven by enthusiasm: good feedback makes students more enthusiastic about their work.

Key Expectations

Books
- Every book to show pupil name, subject and month/year started.

- All pages to be numbered and the date written at the beginning of each new day’s work.

- From Class 2 upwards every new piece of work to be titled.
• Pages are to be set out neatly, with borders (as appropriate) and adequate spacing.

• Teachers are free to decide whether they want to use only one book per subject or more than one. What is essential is that work carried out by the pupils must show evidence of the conversations had between pupil and teacher, both in draft and neat work. This will show the full journey of the pupil and the progress made.

• As all pages are dated and numbered it will be straightforward to connect the pupils’ progress from, say, draft to neat across more than one book.

• Other books, such as busy bee books and handwriting practice books can also be used.

• Books must be cared for and, as far as possible, be free of doodles, scribbles or damage.

• All work to be carried out using writing materials given or agreed by the teacher.

• All books to be kept throughout the academic year and sent home at the end of the summer term.

• Subject Teachers are free to design their own methods of giving feedback and recording progress and this will be dependent upon the nature if their subject, i.e. French will be different to Handwork.

**Deep, more in-depth, marking**

• This links the marking of a piece of work against the main lesson objectives and pupils’ individual targets which, in turn, are directly connected to the curriculum.

• ‘Regular’ marking is quicker and can often be done during lessons with the pupils. Deep marking involves greater focus and time. All feedback to pupils requires a response. This can be as a further attempt at the work and/or a written/verbal response on the page.

• Deeper marking to be completed at least twice per half term. Termly for subjects.

• When carrying out a deep mark, use the Target Sheet (or equivalent) attached to the front of the lesson book (Class 2/3+) and be sure to include what went well as well as what could have been done to make the work even better.

• Depending upon the age of the pupils and their ability this feedback can be read by them or read to them. Pupils can write their response, as appropriate, in the Final Comments section of the Target Sheet.
Target Sheet

Classes 4 – 8
<table>
<thead>
<tr>
<th>Main Lesson:</th>
<th>Date Started:</th>
</tr>
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<tbody>
<tr>
<td>Targets for improvement in this main lesson (Teacher, LSA and/or Pupil):</td>
<td>Date seen</td>
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<tr>
<td>Feedback (please date):</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Any Final Comments (Student and/or Teacher)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>✓ Correct</th>
<th>✗ / ? Incorrect</th>
<th>Sp Spelling Mistake</th>
</tr>
</thead>
<tbody>
<tr>
<td>WWW What went well...</td>
<td>EBI Even better if...</td>
<td>P Punctuation missing/mistake</td>
</tr>
<tr>
<td>O (Circle) Full Stop Missing</td>
<td>// New paragraph needed</td>
<td>C Capital letter missing/mistake</td>
</tr>
<tr>
<td>∧ Word missing</td>
<td>T Inconsistent tense</td>
<td>R Response</td>
</tr>
<tr>
<td>Exp Unclear meaning</td>
<td>V Verbal feedback given</td>
<td></td>
</tr>
</tbody>
</table>

Classes 3-7 Target Sheet rev Mar19.docx
Class by Class Overview
# Feedback & Marking Policy

**Class by Class Overview**

**March 2019**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1-3</td>
<td>Mainly verbal, given on a regular, lesson by lesson basis.</td>
<td>None required unless teacher decides otherwise.</td>
<td>None required unless teacher decides otherwise.</td>
<td>Primarily using V, if verbal feedback given andunderlining is appropriate. Daily verbal feedback and books deeply marked marked every week.</td>
<td>All within the large main lessons books - one for English and one for Maths.</td>
<td>Score through derailment/retention to work and review carried out by teacher/JS using ticks and question marks.</td>
<td>Use of 2 standard or 2 x 15 as a start of fill. Verbal as well as in books.</td>
<td>Slow start... Exp in Class 6. More of a reliance on teachers/JS to record progress and conversations.</td>
</tr>
<tr>
<td>4-5</td>
<td>Still verbal, given on a regular, lesson by lesson basis as well as an increase in use of the marking code to more accurately pinpoint specific aspects of pupil’s work.</td>
<td>English - Target Sheet, Maths - none.</td>
<td>English - none, Maths - none.</td>
<td>Use of ’0’ as above plus use of marking code. Daily verbal feedback and books deeply marked marked every week.</td>
<td>Smaller A4 books, Plan for English and guided for maths. Pupil paper can be used and backed into maths book as required.</td>
<td>On the page, saves by improvements/alterations to their work.</td>
<td>Use WWW and EI replacing stars and wishes. Further development of peer marking and self review.</td>
<td>Increasing focus on specific aspects of learning. Students become responsible for their learning and able to respond to feedback and improve as a result.</td>
</tr>
<tr>
<td>6-8</td>
<td>Verbal feedback still important.</td>
<td>English - Target Sheet, Maths - none.</td>
<td>English - none, Maths - none.</td>
<td>Full use of marking code. Daily verbal feedback and books deeply marked every week.</td>
<td>Smaller A4 books, Plan for English and guided for maths. Pupil paper can be used and backed into maths book as required.</td>
<td>On the page, saves by improvements/alterations to their work as well as questions/written comments on the page.</td>
<td>Used extensively.</td>
<td>Expectation of complete pupil responsibility for their work.</td>
</tr>
</tbody>
</table>

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### Marking Code - Literacy

- ✔️ Correct
- ✗ Incorrect
- X/1
- WRM What went well
- FM Full stop missing
- HM Headwording
- X Unclear meaning
- Sp Spelling mistake
- E New paragraph needed
- R Re-read
- V Verbal feedback given

### Marking Code - Maths

- W Show your workings
- SE Silly error
- SA Simplify your answer
- B Accurately - check your understanding
- RP Ruler and pencil for drawings
- HM Handwriting
- U Include units in answers
- RE Read the question carefully
- FF Answer makes no sense
- CE Calculation Error
- HS Handwritten
Assessment

Alongside the above method of giving feedback and marking books, the following ways of capturing assessment data are used.

**Point in Time Assessments (P.I.T.A.)**

As teachers are marking books and working with pupils, they will be able to see how pupils are progressing against the objectives as set out within the school’s Curriculum Framework Document and which are being used as the objectives of each main lesson block (see, also, Long, Medium and Short Term Planning documents in Teachers’ Purple Evidence Folders).

**Class Teachers**

Once per half term Class Teachers ‘score’ the pupils’ progress against the school’s grading system (which is based on a 1-6 point in time assessment scale). This point in time assessment is based on the most recent work and teachers give a mark for each domain within literacy and numeracy. This score is arrived at by the teacher based on their in-depth knowledge of each child and as a result of all of the feedback and marking, observations and lesson planning that has occurred up until this point.

**Subject Teachers**

Subject teachers follow the same grading system as Class Teachers, but on a termly basis.

**Social and Emotional Development**

In order to assess the pupils’ social, emotional and personal development, the Class Teachers conduct a termly assessment.

The same scoring system is used as for all other assessments and further information on this framework can be found in the Appendices.
Standardised Assessments

Once every year, during the summer term, every pupil (with the exception of Class 1) will be assessed using an external assessment tool such as the WRAT.

Pupils on the SEN register may be assessed twice a year and a third time if deemed necessary and useful. Other assessment tools will be used as necessary to support our SEN pupils and this decision is taken by the SENDCo in conjunction with the Class Teacher.

Teachers are also free to conduct any other assessments that they deem necessary and useful in their teaching of the pupils. All data is to be captured and entered into the School’s MIS.

Triangulation of Evidence
To ensure that the school has a rounded picture of the development and progress of each pupil the following processes are in place.

Pupil Progress Meetings
The Education Manager and Class Teacher will twice per annum to discuss the progress of each pupil in their class. The Class Teacher brings data, pupil notes and other information as appropriate and other members of staff may attend if necessary. This could include, for example, the SENDCo, a governor, TA and/or Subject Teacher(s).

The Class Teacher will also bring copies of pupil work that can be used for tracking certain pupils throughout the year as well as for future moderation. They are to bring examples of numeracy and literacy work for three pupils in each subject, one lower ability, one higher ability and one on track.

The second PPM is focussed on ensuring that agreed actions and support (to both the pupils and the teacher) have happened and to establish if any further plans need to be made.

Book Looks
The Education Manager and/or coordinator groups will conduct book looks across every class over the period of a term. Not every pupil’s work will be looked at, rather a representation of certain groupings, e.g. lower, middle and higher ability, bursary, EAL...

The purpose of these book looks is to gauge progress and to support teachers in how effective their marking and feedback is. In certain circumstances, e.g. for a new teacher, book looks may be more frequent.
Learning Walks
At least once every half term, certain staff members will conduct learning walks and depending upon who is doing the walk the focus area will change. So, a governor may have as their theme behaviour, the Education Manager perhaps the teaching of the times tables. These walks will typically last 45-60 minutes and will include all lessons.

The Education Manager will keep records of the Learning Walks that can be shared with teachers, senior leaders and governors and acted upon as required. Feedback will be given to teachers during departmental meetings. Where necessary certain teachers will receive individual feedback.

Lesson Observations
Each Class Teacher will be visited once in the academic year by the Education Manager or an individual appointed by him to conduct a formal lesson observation that will last for the entire main lesson (c. 2 hours).

The purpose behind these observations is to support in the delivery and ongoing improvement of good and outstanding teaching practice. Feedback will be shared with the teacher and will feed into their Personal Development Plan and the school’s review and appraisal process.

There are pro forma documents that may be used for all of the above. Alternative forms for record keeping are also acceptable.

Reporting to Parents
Parents have a number of opportunities to find out about their child’s progress as follows...

- **Parents Evenings**
  - Held at least once per term
  - Led by the Class Teacher with all parents together, usually in the classroom
  - Topics are more focused on the learning objectives (past, present and future), the health of the class, trips and there are opportunities for the parents to share experiences and give feedback

- **Parent Meetings**
  - Offered to each parent twice a year, once in each semester. Conducted over the course of an afternoon/evening whole school event in Greenwood Hall, lasting 20 minutes each.
  - One to one with the Class Teacher

- **Other Meetings**
  - As required and can include meetings with the SENDCo, DSL, Education and/or Finance Manager
• **Reports**
  - End of year reports written by every teacher for every pupil they teach (Class and Subject Teachers)

• **Misc**
  - Weekly whole school newsletter sent to all parents
  - E-mails as necessary
  - Ad-hoc conversations as necessary and appropriate
  - Via the school’s complaints procedure
## On Track Point Guidance

<table>
<thead>
<tr>
<th>On Track Point</th>
<th>Description of a child at this point</th>
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</table>
| 1 (Well Below) | - Regularly unable to access the curriculum for their class or the class below.  
- Requires additional classroom support, will often have significant SEND or EAL barriers to learning.  
- Will undertake different tasks to the rest of the class. |
| 2 (Cause for Concern) | - Is able to access the curriculum of their class or the one below with support and scaffolding.  
- Likely to have SEND or EAL barriers to learning.  
- May undertake tasks that are modified or completely different to the rest of the class.  
- Struggles to grasp new concepts without significant support and scaffolding.  
- Struggles to embed new concepts. |
| 3 (Emerging) | - Is able to access the curriculum of their class, will regularly require scaffolding and support.  
- Does not grasp new concepts quickly.  
- Needs support to embed concepts.  
- Can apply concepts with support or scaffolding. |
| 4 (Expected) | - Meets many of the curriculum expectations for their class.  
- May make errors, but is usually able to improve work following feedback and support.  
- Has some gaps in learning.  
- Is generally successful in grasping and embedding concepts.  
- Can apply skills and understanding independently, but not always successfully. |
| 5 (Exceeding) | - Meets the vast majority of the curriculum expectations for their class.  
- Usually grasps new concepts and embeds them quickly and independently.  
- Is able to attempt learning that is beyond the complexity of their class with some success.  
- Can apply their age appropriate understanding and skills to a wide range of contexts, and is generally successful.  
- Can often explain and justify their ideas.  
- Can critique their own work and improve it. |
| 6 (Well Above) | - Is exceeding the curriculum expectations for their class.  
- The vast majority of times grasps new concepts and embeds them quickly and independently.  
- Is often able to attempt learning independently that is beyond the complexity of their class with some success.  
- Can apply beyond age appropriate understanding and skills to a wide range of contexts with regular success.  
- Can clearly explain and justify their ideas.  
- Can critique their own and others’ work, leading to improvement. |
<table>
<thead>
<tr>
<th>Behaviour for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children follow instructions promptly, with thought and care.</td>
</tr>
<tr>
<td>Children show respect and good manners, especially to those in a position of responsibility.</td>
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<tr>
<td>Children allow others to learn.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Care and Presentation</th>
<th>Concentration and Effort</th>
<th>Confidence and involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children take pride in producing their best effort. They care for their work and present it neatly, beautifully and reverently.</td>
<td>Children can maintain focus on an activity for a period of time. They are not easily distracted, and pay attention to details. Children try hard to complete tasks they are given.</td>
<td>Children show high levels of energy and fascination. They initiate activities, and take a risk by engaging in new experiences. Children show satisfaction in meeting their own goals, and are proud of how they accomplish something, not just the end result. They enjoy meeting challenges for their own sake rather than external rewards or praise.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership Skills</th>
<th>Resilience and Perseverance</th>
<th>Respect and Kindness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children review how well an approach worked. They plan, making decisions about how to approach a task, solve a problem and reach a goal. They check how well their activities are going and change strategy as needed. Works collaboratively with others. Finds new ways to do things.</td>
<td>Children persist with activity when challenges occur. They show a belief that more effort or a different approach will pay off. They bounce back after difficulties.</td>
<td>Children should show regard for the feelings, wishes or rights of others. They should be guided to acknowledge other people as human beings of equal value. Children should have an attitude of politeness, helpfulness and respect for others and especially those in positions of responsibility.</td>
</tr>
</tbody>
</table>