



Ashby Willesley Primary School

Feedback, Marking, Presentation and Assessment Policy 2018 - 2021

This policy is reviewed every three years and was agreed by the Governing Body of Ashby Willesley Primary School **and will be reviewed again in Spring 2021**

Signed: _____ Chair of Governors

Date: __06/02/2019_____

Marking and Feedback

The purpose of marking and feedback:

- ◆ To assess understanding
- ◆ To inform future learning / teacher's planning
- ◆ It offers an opportunity to have a regular written or spoken dialogue with the children.
- ◆ Teachers and children are clear about the learning objectives and criteria for success
- ◆ The teacher can provide constructive suggestions about ways in which the child may improve his/her work.
- ◆ Teachers and children can be clear about "next steps"
- ◆ Teachers and children can monitor progress towards targets

At Ashby Willesley Primary School

- ◆ Where possible, marking will take place with the child, giving verbal feedback at the moment of learning.
- ◆ Feedback will be provided to children on all pieces of work, be it verbally or written. Teachers will be selective about which specific aspects they choose to comment upon. We do not correct all mistakes within a child's piece of work.
- ◆ We use a pink pen to mark work.
- ◆ During each lesson, the teacher will ensure the children understand what the learning objectives and outcomes are and that this will be the criteria by which the children's work will be marked. The title of the work will reflect the objective and, thus the criteria for marking.
- ◆ We recognise the importance of self assessment, so, in these subjects, as children complete their work they will indicate using a system such as by putting a red, orange or green dot, by the title whether they believe they have achieved, partially achieved or not achieved the objective. The teacher will then tick or comment to say the child has achieved the target or not.
- ◆ Teachers endeavour to give quality feedback about work completed by the children, addressing misconceptions; either individually or in groups, as they occur. This will inform future learning and lesson planning for next lessons.
- ◆ Questions may be used to initiate a response from the pupil. The pupil will then respond to the question using a green pen. This pen may also be used by the child to edit their work. In Y2, pupils respond in pencil and the teacher then responds in green pen.
- ◆ Each child will have quality feedback about their work, shared with them each week. This will include next steps to aid their progression in learning.
- ◆ Sometimes children will mark their own work or each others under the supervision of the teacher or Learning Support Assistant.

- ◆ For younger children, or children who would have difficulty reading comments or simply when the teacher has been able to spend time discussing the work with the child, the teacher/ TA may initial the bottom of the work to indicate that the work has been discussed with the child and feedback given.

Presentation

- ◆ At Ashby Willesley we endeavour to encourage children to present their work to a high standard, so that they can be proud of their work. We have expectations of presentation that are initiated in Foundation Stage and developed throughout school. In this way we have a unified approach and the children know that these expectations will continue throughout their education at Willesley School.
- ◆ We use a joined, cursive handwriting style from Foundation Stage. This is developed throughout school so that a neat, legible, joined, cursive style is used in Year 6.
- ◆ At an appropriate point we will expect the children to adopt other presentation techniques such as drawing margins, crossing out errors using pencil, writing Learning Objectives and writing in a blue pen. These will be established throughout their education at appropriate points. (see presentation guidance sheets)
- ◆ Erasers are not encouraged as they can eliminate evidence of attempts, sometimes correct, in children's learning.
- ◆ Children are encouraged to edit their work for improvements. This is done using a green pen and by Year 6 we expect them to be doing this independently. This might be to correct spelling, grammar, word choice, punctuation etc.

Assessment

In Foundation Stage children are graded on entry and assessed throughout the year. A Learning Journey is kept to record evidence of progress through the Development Matters statements, leading to Early Learning Goals at the end of the year. The assessments are moderated internally by Foundation Stage staff and across the Symphony Learning Trust.

As children enter Key Stage 1, if appropriate they are entered onto the Symphony Assessment System. This is a system of monitoring that has been developed by the Symphony Learning Trust. This is our primary assessment tool that tracks progress throughout their journey through school. In Year 1, it is usual that children enter as a 1C, progressing through the year through 1B, and hopefully leaving Year 1 at 1A. In practice this can differ greatly depending on children's abilities and needs. Some will enter on P scales, from Foundation Stage, and therefore may delay progress through the Year 1 ARE. Conversely, there are children who make accelerated progress and may move into the next year groups ARE, in some areas. Teachers monitor this regularly, adjusting the learning accordingly. In addition to this there are termly data collections when formal data is collected and analysed.

This procedure continues throughout KS1 and KS2.

In addition to this we have several National Tests that are undertaken:

At Key Stage 1, a Phonics Screening Test is undertaken at the end of Year 1. This tests the phonics knowledge of the children. Any child not passing this at Year 1 will be re-tested at the end of Year 2.

At Year 2 and Year 6 children are tested in Reading, Maths GAP's and Writing. The results of these are shared nationally and form part of a measure of how well school is meeting the needs of children compared to other schools.

Throughout school we also undertake informal assessments, in different subject areas. These allow us to monitor and assess progress, and adjust teaching and learning accordingly.

In 2018 these include G.L. Assessment, NFER Maths and English, from Years1-6

S.Rainbow

January 2019