

Feedback, Marking & Assessment Policy



Our Lady and St. Oswald's Catholic Primary School

APPROVED BY GOVERNORS: January 2022

RESPONSIBLE PERSON: Headteacher

Introduction

At Our Lady and St. Oswald's Primary School, assessment offers all pupils an opportunity to show what they know, understand and can do and where they need to develop further.

- Assessment is an integral part of the process when planning the curriculum.
- Assessments made by the teachers inform daily and weekly planning and allow the learning to be matched to the needs of the pupils.
- We recognise that assessments are not restricted to national curriculum subjects.
- We endeavour to actively involve pupils in their own learning.
- Teachers identify targets for learning and ways of achieving them.
- We recognise the influence assessment has on the motivation and self-esteem of pupils, both of which are crucial influences on learning.
- Assessment of pupils' learning is reported to parents in a way that identifies achievements and what the child needs to do to improve.
- Core assessment data is updated each year and passed to the receiving teacher or school to aid future planning.
- We use assessment information to support the target setting and planning process.

Planning learning

Long term planning reflects the whole school curriculum framework.

This is based upon the Early Years Foundation Stage (EYFS) curriculum, National Curriculum objectives, Chris Quigley 'The Essentials Curriculum' and our school curriculum context 'Keystones' to ensure a broad, balanced and purposeful curriculum.

Medium term planning identifies key learning objectives for assessment. It identifies intended progression and learning outcomes for classes.

It takes into consideration a range of teaching techniques and assessment approaches, which reflect our pupils' different learning styles.

Short term (daily) planning contains clear, specific learning objectives for assessment. It takes into account pupils' prior knowledge, skills and understanding and a range of learning styles. It identifies what will be assessed for pupils or groups, how this will be done and who will do it.

All planning is easily accessible on the school [website](#) and shared with parents during the termly curriculum meetings.

Assessment for learning (Formative Assessment)

Pupils know what they are learning, what they have achieved and how they can improve.

They are provided with regular opportunities to reflect and talk about their learning, progress and targets.

Shared ways forward are agreed between pupils and teachers, which focus on how pupils will achieve their targets. Parents and carers are also involved in this process at consultation meetings and via written reports.

Teachers use a range of assessment methods, particularly observation and questioning, and the outcomes of assessments are used to decide what to do next with individuals, groups or the class.

Other adults working in the classroom are clear about their role in assessment and communicate significant information about pupils.

Staff meet termly to moderate assessments. Samples of children's written work are collected throughout the year to assist with tracking progress and identifying next steps. Writing is also moderated externally with other professionals termly to support clarity and consistency.

Marking and providing feedback

Prompt and regular marking occurs in all classes and all subjects.

The marking process includes both verbal and written feedback (staff, peer, self).

Marking focuses on the learning intention as the criteria for success, but also addresses age related expectations or personal targets as required.

Pupils are provided with opportunities to mark and edit their work.

Marking strategies help the pupils understand what they have achieved and what they need to do next to make progress.

The outcomes of marking, along with other information, are used to adjust future teaching plans.

[See Appendix A for detailed Feedback and Marking Policy](#)

Assessment of learning (Summative Assessment)

The current requirements and guidance for statutory assessment are understood and followed. Consistent judgements are reached through activities that promote shared understanding of standards.

Assessment of learning information is used to monitor progress and evaluate the quality of teaching and learning in the classroom.

Children are assessed termly using 'Rising Stars' standardised assessments (PUMA, PIRA & GAPS) from YR to Y6 and at the end of Key Stage One and Two using the National Statutory Tests. At the end of Year 2 and 6, the class teachers make end of Key Stage assessments. Ongoing assessments as well as the use of nationally produced tasks and tests are used to inform these judgements and establish next steps.

Early Years Foundation Stage (Reception)

The Foundation Stage Profile is an ongoing assessment, which is completed throughout the reception year. Written information and record sheets are passed from the nurseries to the EYFS class teacher and from EYFS to Year one. The EYFS teacher meets with the

Headteacher to discuss the children's progress at termly and after the initial Baseline assessment (RBA) and in-house informal assessment.

The Reception Baseline Assessment (RBA) is a statutory assessment from September 2021 onwards. It provides a snapshot of where pupils are when they arrive at school. It will provide a starting point to measure the progress schools make with their pupils between reception and the end of primary school.

The statutory EYFS framework requires the EYFS profile assessment to be carried out in the final term of the year in which a child reaches age 5, and no later than 30 June in that term.

The EYFS profile is intended to provide a reliable, valid and accurate assessment of each child's development at the end of the EYFS. It is made up of an assessment of the child's outcomes in relation to the 17 early learning goal (ELG) descriptors.

Practitioners are expected to use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands, and can do.

The EYFS profile is a statutory assessment of children's development at the end of the early years foundation stage (known as a summative assessment). Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis throughout the final year of the EYFS. This will include identifying areas where children may be at risk of falling behind, so that practitioners can provide rapid, effective support.

The early learning goals (ELGs) are what is assessed at the end of the reception year and should not be used as a curriculum. The EYFS profile is not intended to be used for ongoing assessment or for entry-level assessment for early years settings or reception classes.

These seven areas of learning are then regularly assessed through both teacher and child initiated activities in the form of observations and evaluations. These assessments are then inputted into the Foundation Stage Profile Data sheet each term and progress tracked over the year. These assessments are sometimes moderated in cluster groups by the local authority during the summer term.

[*See Appendix B for assessment timetable.*](#)

Diagnostic Assessment

To help identify strengths and weaknesses of individual children, staff may carry out diagnostic assessments.

This is done through:

- Individual programmes of work (Personalised SEN Plans).
- Provision maps
- Target setting
- Checklists
- Specific activities/tasks

These can be linked with support agencies through the SENCO.

Reporting to parents and carers

Parents are invited in twice a year to discuss pupils' learning, an opportunity to look at books and meet the teacher and create an agreed next steps plan moving forward (Parents consultation record sheet).

Efforts are made to ensure that parents/carers understand the information given to them about their child's attainment and progress.

Reports outline strengths and indicate the areas that need to be developed. Reports are given to parents by hand or email and discussed face to face with parents before sending home at the end of the meeting.

Statutory requirements for reporting are met in the summer term for all children.

Transfer and Transition

Transition into school - gathering information from pre-school settings, recent schools attended and families.

When pupils move schools, there are procedures in place to ensure that the right information is forwarded within the appropriate timescale.

The information transferred to the next school meets the statutory requirements.

When pupils stay in the same school, information is passed on to the next teacher in time for effective planning to occur.

Management and Monitoring

Procedures are in place to monitor and evaluate what is happening in all aspects of assessment, recording and reporting.

Curriculum leaders monitor the planning and delivery of their subjects through scrutiny of assessment, learning walks, pupil voice and pupils' work. This can be viewed as part of the monitor plan and schedule in the annual [School Development Plan](#).

All staff receive current training in aspects of assessment, recording and reporting.

Using assessment information to monitor progress

Assessment information about each pupil is used to track the individual's progress.

Attainment is analysed for each cohort and is used to set appropriate targets.

Progress towards targets is checked regularly for all pupils and year groups.

The performance of specific groups is monitored by SENCO and SMT, e.g. gender, Pupil Premium, EAL, SEN, looked after pupils, greater depth pupils.

School use [Mark+](#) as an assessment tool to identify strengths and next steps for cohorts, groups or individual pupils with comparative National data trends.

National and local data is used to provide a comparison with other schools.

Analysis of information informs decisions about what to include in subject action plans and school development plans.

APPENDIX A Feedback and Marking

Purpose and Aims

We believe that children should have their work marked in such a way that it is likely to improve their learning and self-esteem whilst providing opportunities for self-assessment. Marking should provide constructive feedback to every child, focussing on success and improvement against learning outcomes. It should help children to become reflective learners and to close the gap between current and desired outcome. At Our Lady and St. Oswald's School, we will take a professional, balanced approach to the task of marking work and giving feedback.

Aims

Marking and feedback should:

- Relate to learning outcomes focussed on during the lesson.
- Give children recognition and appropriate praise for the success of their work.
- Encourage children, by demonstrating the value of their work, thought and effort.
- Ensure children make progress by understanding how to improve their work.
- Be accessible to children.
- Be applied consistently across the school in a manner that is constructive and achievable.
- Measure progress against targets, school or national expectations.
- Provide a tool for teacher assessment – diagnostic, formative or summative.
- Help the teacher to evaluate teaching and inform future planning, this is then logged in Teachers individual Mark books.
- Be manageable for Teachers and Teaching Assistants.

Principles of marking and feedback

In order for marking to be effective, it is important that both the teacher and child participate in the marking process. Whenever possible or appropriate, work should be marked in the presence of the child to allow for individualised or small group verbal feedback. When it is not possible to mark when the child is present, children should be given appropriate time to review, reflect and respond to marking and feedback. This could be to practise some identified key words, or respond to a question posed. If a child is not able to read and respond to marking independently, other arrangements for verbal communication and feedback should be made i.e. stampers in Reception/KS1. This is to ensure that the time that teachers spend marking has a significant impact on children's learning and future work.

The process of marking and offering feedback should be a positive one, with the focus being on identifying strengths and recognising effort made by a child before identifying improvements when marking work. The marking should always be in accordance with the lesson outcome, or learning steps required. The marking system should be constructive and

formative. Evidence of where the learning outcomes have been met, and where they have not teachers must make clear why this is the case. In both cases, teachers should identify what the child needs to do next in order to improve future work.

Teachers use a 'Marking Book' to record any common misconceptions or learning steps that need to be addressed in the next session and then amend their subsequent lessons accordingly. Marking needs to move the learning on and not be a copying exercise for the same highlighted barrier/ or teaching step the next day. For example, if varying sentence starters have been identified or children are not setting out their calculations correctly, this could be address with the class straight away and not need full annotations in books. The teacher would make a note of this in their class 'Marking Book' and address it promptly. Stampers to highlight a Markbook comment is to be used here.

Marking must have a positive effect on the next piece of work produced by the child. Identify and address a misconception, correct a common spelling, correct presentation or provide a probing question to further challenge. Evidence of children given personal targets to work on should be clear in future pieces of work and should be acknowledged by teachers to demonstrate progression in learning, e.g. correct number formation, or use a capital letters.

Marking must be sensitive to the abilities of the child and his/her capacity to benefit from it. Marking must balance the desire to improve with the need to encourage.

Comments to children should be appropriate to the age and ability of the child. Sometimes, particularly in the Early Years, comments are not always aimed at the child but are used to inform parents/carers or other staff of children's learning and development. This is not a good use of teacher time and this is where the 'Marking book' is essential in the feedback and next steps.

In addition, children should have access to the simple marking codes used to ensure they understand the meaning of marking and feedback they receive. These are printed on the inside cover of books and children should be made aware of this. As far as possible, marking and comments should be made in a style that can be understood by the child. Teachers writing should always be neat and legible.

Comments should focus on only one or two key areas for improvement at any one time. Feedback should link directly to the curriculum focus, i.e. in a piece of Science work marking should focus on Science. However, the development of basic literacy and numeracy skills should also be a focus.

Children should be encouraged to mark, self-evaluate and peer assess (as appropriate for level of maturity and ability). Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning outcomes and key expectations for the task right from the outset. Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

Marking procedures and standards should be applied consistently across the school. Marking and feedback should also be given by teaching assistants following the guidance in this policy.

The outcomes of marking should be used to inform teachers' judgements concerning children's progress and to inform future planning.

Marking practices and procedures should be in keeping with the school's overall policy on assessment, and in keeping with the wide range of ways in which the school recognises and celebrates children's achievements.

General strategies

A marking code system has been developed for each Key Stage and teachers should use this when marking work. All work should be marked by teachers and teaching assistants in pen, but not green as peer or self-assessment and response marking is completed in green pens. Children are also encouraged to use a purple pen to highlight and edit any punctuation as and when required, this is referred to as 'Purple Punctuation Pen'.

Work that is marked by an adult should be marked as soon as possible after completion and where possible in the presence of the child.

Ticks are used where work is correct, and dots when errors have been made. Wherever possible, teachers should establish direct links between oral or written praise and the school reward system of house points.

The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities and formative assessment is in place in the classroom address misconceptions swiftly, then errors that need to be corrected will not be so numerous as to affect their self-esteem.

Children should be encouraged to assess their work ahead of final marking. This allows children to review work in relation to their learning targets, to perform common checks, or edit and redraft their work, an integral aspect of the English curriculum. This helps the children to self-reflect on each step of the learning process.

Marking Strategies

Summative marking – usually consists of ticks and dots and is appropriate for closed tasks or exercises.

Focused marking- should concentrate entirely on the learning outcome of the task. The emphasis should be on success against the criteria and the improvement needed. Focused comments should help the child close the gap between what they achieved and what they could have achieved. The emphasis will be on both the learning steps and the learning objective and/or the improvement needs of the child. Teachers will mark alongside the steps of learning using 2 stars and a wish periodically over a unit of learning. Teachers will also have the opportunity to write an extra comment or question to extend thinking and learning when it is necessary or appropriate. The marking annotations are to be followed by all staff and stuck into the front of all pupil exercise books

Self-marking – when possible, children should self-mark closed tasks, individually, as a group, or as a class. They should also be taught to self-evaluate, identifying their own successes against learning outcomes and looking for points for improvement.

Peer Marking– children should be taught to evaluate a partner's work identifying successes against learning objectives and looking for points for improvement.

Marking may be done by:

- Teacher alone
- Teacher alongside child
- Child alone (self-assessment or marking)
- Other children (peer marking)

- Teaching Assistants
- Supply teachers (if marked by supply staff indication should be added to the child's work)

Self-assessment and Marking

There may be times when a pupil marks their own work, such as after a times tables test or spelling test. Children will mark or correct their own work using a green pen or pencil.

For self-assessment, the concept of identifying personal areas of strength and those to develop will be used. Much of this will be done orally. Children may be asked to review their work against identified success criteria during self-assessment, which can also be used as a prompt for self-correction and editing.

Peer Assessment and Marking

Children should be encouraged to respond to each other's work using the success criteria as guidance. Children should also use the school's agreed marking codes when marking the work of others. It should be made clear when work has been peer assessed for example, through the use of a sticker or pupil initialled.

Children can also mark their own or each other's work against an answer key e.g. mental maths, arithmetic, table's tests.

Frequency of Marking

- Marking should take place soon after the work has been completed and handed back as soon as possible;
- Marking can take place during the lesson – providing immediate feedback;
- Long-term projects may be marked on completion – children need to be told this in advance.
- There must be evidence in children's books that longer written tasks are marked and reviewed by adults.
- Books must display a variety of feedback approaches that are effective for the learner and manageable for the staff providing the feedback.
- If concerns are raised related to feedback and marking during school monitoring schedules, this is addressed swiftly with agreed actions for improvement and then followed up with a review.

Reward Systems

Rewards must be used for good effort, not only excellent work. We use a range of rewards:

- Personalised praise comments
- Stickers – identifying progress against learning outcomes, or personal target
- Stickers – smiley faces, stars etc.
- School and class reward systems (stickers, housepoints etc...)
- Head teacher's Award

Teachers should look for opportunities to provide positive public feedback to children concerning work which is a high achievement for particular children.

Supplementary information

Marking Key

Symbol	Meaning
✓	Pleased / Good Elements
Pink Highlighter or (sp)	Incorrect Spelling / opportunity to practise
(star) *	Identified strengths
Wish in a bubble 	Next Time – Response Marking Comments
.	Incorrect, please review or seek support
//	New Paragraph
V	Verbal feedback with pupil
MB or mark book stamp	Marking book comment for future lesson

Marking and feedback non-negotiables (Key outline)

- Marking code to be use consistently across all subjects.
- Children to be provided with time to respond to marking.
- Children must respond in green pen / pencil (depending on age)
- All work in every book must be dated.
- There must be an indication of whether the work has been Guided (G) by TA or T.
- All marking must be initialled if covered by a supply teacher.
- High expectations for presentation and handwriting must be adhered to and modelled to the children.
- All marking must be in pen and not green or purple as this is the pupil response and editing colour for punctuation if required.

APPENDIX B Assessment, Recording and Reporting

Month / Year Group	EYFS (Reception)	Y1, Y3, Y4, Y5	Y2 & Y6	Consultation Meetings	Annual Reports
September	EYFS Baseline Assessments (RBA) (NFER)		Baseline SAT papers (2018) for: Reading, English Grammar, Punctuation and Spelling, Maths.	Reception settling in meetings with Parents	
November	RWInc Phonics check EYFS Progress check	Phonics Screening Check. Autumn Term PUMA Maths Autumn Term PIRA Reading Autumn Term Rising Stars GAPS Writing Task for moderation	Phonics Screening Check (retest if needed) Autumn Term PUMA Maths Autumn Term PIRA Reading Autumn Term Rising Stars GAPS SAT papers to check against Baseline (2019) Writing Task for moderation		
December	RWInc Phonics check EYFS Progress check			First Term meeting with agreed action plan report	
March	RWInc Phonics check EYFS Progress check	Phonics Screening Check. Spring Term PUMA Maths Spring Term PIRA Reading Spring Term Rising Stars GAPS Writing Task for moderation	Phonics Screening Check (retest if needed) Spring Term PUMA Maths Spring Term PIRA Reading Spring Term Rising Stars GAPS SAT papers to check against Baseline Writing Task for moderation	Second Term meeting with agreed action plan report	
May			National Statutory Assessments (SATs)		
June	RWInc Phonics check Summer Term PIRA Reading Summer Term PUMA Maths End of EYFSP outcomes.	National Phonics Screening Check. Summer Term PUMA Maths Summer Term PIRA Reading Summer Term Rising Stars GAPS. Writing Task for moderation	Phonics Screening Retest in Y2 if needed. Writing Task for moderation		
July	Transition meetings between Teachers before and after whole school move up day.			Annual detail reports sent to parents with the option to follow up with a meeting.	

Monitoring and review

This policy will be monitored through further consultation of staff and through the planned reviews. The Headteacher and Senior Leadership Team will monitor the quality and impact of assessment and marking as part of the school's continuing self-evaluation programme. Children's books will be monitored by the senior management team and/or subject leaders with verbal and written feedback given to individual members of staff. Where appropriate good practice and areas for development will be highlighted in a summary document for all staff to consider and discuss. Subject leaders will monitor subject specific marking and assessment outcomes as part of their monitoring role

We shall also update the school's Feedback, Marking and Assessment policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in bi-annually, or earlier if necessary.

Policy Review Date: January 2024 *or before if required.*