

EDMONTON COUNTY



Assessment and Feedback Policy

February 2017

This policy outlines responsibilities of all primary staff in terms of *minimum* expectations for the assessment of children's work and associated feedback. Recommendations from the 'Developing a New Marking Policy' CPDL session (January 2017) and from the 'Eliminating Unnecessary Workload around Marking' report of the Independent Teacher Workload Review Group (March 2016) have been carefully considered in the production of this policy, in particular that marking should be "*meaningful, manageable and motivating.*"

Rationale

- Assessment, marking and feedback are a vital part of the learning and teaching process, and also serves the function of checking that work set has been completed.
- In order for children to make progress they must have regular feedback on how well they are doing, how they are progressing towards targets and what they need to do to improve further.
- Assessment, marking and feedback are for the benefit of children and must be in a format which is most useful to them.
- Parents expect to see their child's work marked regularly by teachers and be informed of how their child can make progress.
- Assessment, marking and feedback provide valuable opportunities to celebrate the learning and success of the children we teach.

Principles

- Assessment for Learning (AfL) is a guiding principle for this policy; assessment should focus on tangible steps that a child can do to make progress, and provide teachers with evidence about children's progress.
- Written feedback should consist of constructive comments and provide guidance to children on how to make further progress. It must not consist solely of bland comments such as 'good work'.
- Children must be given an opportunity to read, reflect and act upon any teacher feedback.
- High quality verbal feedback is recognised as an important way of providing feedback to children.
- Effective feedback should refer to learning outcomes. Therefore it is important that the Learning Objectives for each lesson are made clear.
- Good quality self- and peer-assessment, when linked to clear, specific Success Criteria are valuable means of providing feedback

Additionally, marking should be:

- *"Meaningful: Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.*
- *Manageable: Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.*
- *Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective."*

(*'Eliminating unnecessary workload around marking',
Report of the Independent Teacher Workload Review Group, March 2016*)

Expectations for EYFS

- 1) **Purple** pen should be used by teachers to write Learning Objectives and long dates in children’s books. In some cases stampers will be available (Fred Talk, Full Stops and Finger Spaces).

- 2) Each child should receive feedback from the Class Teacher or Teaching Assistant for every piece of work they attempt. This includes:
 - ‘Light-touch’ marking for immediate feedback. This should usually be a tick against the Learning Objective/s.
 - ‘In-depth’ marking: written commentary and annotations signposting what a child can do, and the level of support given. This should also include a ‘next steps’ task.
 - In Special Books, a record of the child’s views on what they have been doing and what they have achieved, written in speech bubbles.
 - Immediate verbal feedback during adult directed group work, providing diagnostic feedback orally, relating to the Learning Objectives.

- 3) **Purple** and **blue** pens must be used for all written feedback:

<p>Purple will be used to reflect correct or positive elements of a child’s work – (i.e. WWW)</p> <p>(This links to the idea of ‘Perfect Purple’ from the ‘Good to be Green’ behaviour strategy)</p>	<p>For both ‘light-touch’ and ‘in-depth’ marking:</p> <ul style="list-style-type: none"> • A purple ✓ should be used to indicate that a child has achieved a Learning Objective (either written or using the stamps above) • Where support is provided to enable a child to achieve the Learning Objective, the ✓ should be annotated appropriately – <u>see marking codes</u> <p>For ‘in-depth’ marking and Special Books:</p> <ul style="list-style-type: none"> • Purple for written commentary and annotations, and child’s views in speech bubbles.
<p>Blue will be used to identify areas for improvement / correction and next steps for progression (i.e. EBI)</p> <p>(This links to the idea of ‘Better to be Blue’ from the ‘Good to be Green’ behaviour strategy)</p>	<ul style="list-style-type: none"> • Errors that a child makes relating to the Learning Objectives should be circled in blue. • A single ‘next steps task’ should be provided, preceded by a stamp – see example below. This would usually be practising letter or number formation by tracing over an example written in light blue felt tip by the teacher

- 4) All written feedback must use the agreed marking codes (see below) which will be displayed in the classroom

Symbol	Explanation
✓	Correct / I like this part / Learning Objective achieved
	An excellent piece of work that has contributed to a child moving on to Blue or Purple on the 'Good to be Green' behaviour chart
I	Independent work; completed by child only
CT	Child supported by Class Teacher
TA	Child supported by Teaching Assistant
	Errors (in letter/number formation)
	Next steps task

- 5) All marking needs to be annotated with a ECS staff code

Expectations for KS1 and KS2

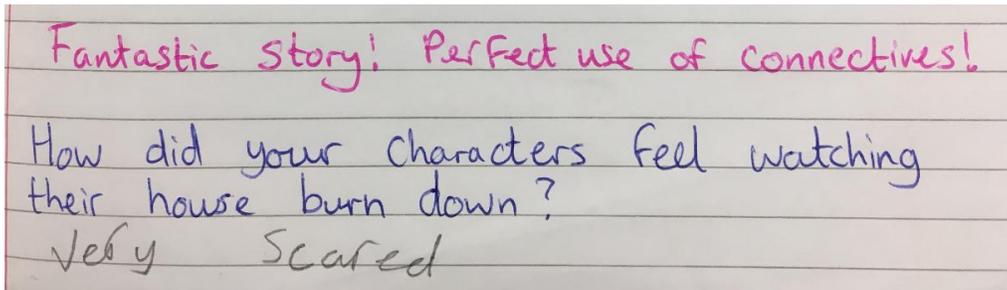
- 1) Each child should receive feedback from the Class Teacher or Teaching Assistant for every piece of work they attempt. This includes:
 - ‘Light-touch’ marking, much of which may take place during lessons, which allows for immediate feedback whilst working alongside the child. This should provide brief diagnostic feedback relating to the shared Learning Objectives. ‘Light-touch’ marking should be used for Homework Books, Handwriting Books, Roundabout, Phonics / SPaG.
 - ‘In-depth’ marking, providing more detailed diagnostic feedback relating to the shared Learning Objectives and ‘next steps’ for progression, with the following frequencies:
 - Literacy - 2 pieces of work per week
 - Numeracy – 2 pieces of work per week
 - Science – 1 piece of work per fortnight, alternating with...
 - Creative curriculum / Topic – 1 piece of work per fortnight
 - Tests in Numeracy and Literacy – half-termly or termly
 - Verbal feedback, providing diagnostic feedback orally, relating to the shared Learning Objectives. Work should be annotated with VF.

- 2) **Purple** and **blue** pens must be used for all written feedback:

<p>Purple will be used to reflect correct or positive elements of a child’s work – (i.e. WWW)</p> <p>(This links to the idea of ‘Perfect Purple’ from the ‘Good to be Green’ behaviour strategy)</p>	<p>For both ‘light-touch’ and ‘in-depth’ marking:</p> <ul style="list-style-type: none"> • A purple ✓ should be used to indicate that a child has achieved a Learning Objective • Particularly successful elements of work should be <u>underlined</u> in purple • Where scaffolding resources and/or support are provided to enable a child to achieve the Learning Objective, the ✓ should be annotated appropriately – <u>see marking codes</u> <p>For ‘in-depth’ marking only:</p> <ul style="list-style-type: none"> • A Purple comment that relates to the Learning Objectives and reflects the outcomes in a positive manner should be provided – see example below – <u>comments should not involve writing out Learning Objectives!</u>
<p>Blue will be used to identify areas for improvement / correction and next steps for progression (i.e. EBI)</p> <p>(This links to the idea of ‘Better to be Blue’ from the ‘Good to be Green’ behaviour strategy)</p>	<p>For both ‘light-touch’ and ‘in-depth’ marking:</p> <ul style="list-style-type: none"> • All mistakes in age-appropriate SPaG and poor presentation should be <u>underlined</u>, or <u>circled</u> in blue, with marking codes used appropriately • In numeracy / maths, mistakes in calculations or methods should be <u>circled</u> or indicated with a • <p>For ‘in-depth’ marking only:</p> <ul style="list-style-type: none"> • A single ‘next steps task’ should be provided, preceded by a stamp – see example below. <u>Next steps tasks should be child-friendly and require a response. Time for this should be included in lesson plans</u> • Teachers should check and acknowledge that next steps tasks have been properly attempted (ideally in class)

- 3) All in-depth marking needs to be annotated with a ECS staff code
- 4) Teachers' handwriting must be a good model: the level of handwriting (e.g. use of joins) must be personalised to the child; handwriting must be modelled from left to right and sitting on the line

An example of in-depth marking:

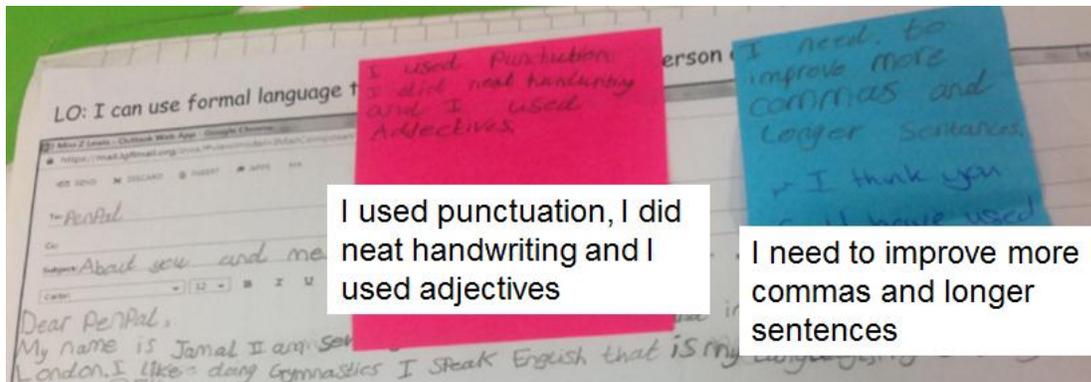


- 5) In Years 2 and 6, teachers will be expected to keep 'I Can' sheets (based on ITAFs) for core subjects regularly updated on the front of children's exercise books (see Appendices). These are vital for planning and target-setting, and provide a log of evidence for Key Stage 1 and 2 Teacher Assessments.
- 6) In Key Stage 2, teachers should plan opportunities for children to self- and peer-assess their work against shared Learning Objectives and shared Success Criteria, at least once per week. This should not replace in-depth marking by staff.

Children should write up to 3 aspects of the work that are good or positive on pink post-its.
Name
Date

Children should write one aspect of the work that could be improved and explain how
Name
Date

Example:



- 7) Success Criteria (stickers) should be used, when appropriate, to ensure that children know what they need to do to do well in the learning activity. This is also supports self- and peer-assessment. For example:

Steps to success	Me	My teacher
I wrote on the line _____		
I used capital letters A B C		
I used full stops .		
I used finger spaces 		
I used first person I		
I used adjectives red, beautiful, scary		
I used time connectives Next, after, then		
I used connectives and, but, or		

- 8) All written feedback must use the agreed marking codes. Posters should be displayed in all classrooms and children should be aware of the meaning of all the codes. Marking codes must be used consistently to ensure clarity for the children as they move through the school.

Symbol	Explanation
✓	Correct / I like this part / Learning Objective achieved
CT	Child supported by Class Teacher
TA	Child supported by Teaching Assistant
SR	Scaffolding / supporting resources provided
	An excellent piece of work that has contributed to a child moving on to Blue or Purple on the 'Good to be Green' behaviour chart
•	Incorrect / error (particularly for numeracy work)
	<ul style="list-style-type: none"> Capital letter or punctuation error – letter or punctuation circled – correct punctuation provided. Mistake in mathematical method.
Sp	Spelling – word will be underlined or highlighted – correct spelling provided
?	Confusing or does not sound right – phrase will be underlined or highlighted
^	Missing word(s)
//	New paragraph required (KS2 only)
	Next steps task

Presentation guidelines

Expectations for the presentation of work in children's books must be consistently applied across the school:

- 1) Covers to be neat and well-kept (no scribbles/drawings /stickers)
- 2) Long date in most books (Phonics/SPaG, Literacy, Roundabout, Science, Topic, Handwriting, Homework); Short date for Maths and Registration
- 3) In Maths books, a margin 2 cm wide should be drawn on each page from Year 1 onwards
- 4) Learning Objective at the top of each piece of work. Teachers to stick in in EYFS and into Year 1 if required; all children should write these from Year 2 onwards.
- 5) When appropriate, Success Criteria should be stuck in children's books and annotated by both teacher and child. These may be glued in books, or be printed on stickers.
- 6) Handwriting in all books must be of a high quality and reflect the handwriting stage evident in handwriting books
- 7) Mistakes made by children should be crossed through with a single line – no scribbling out, and no rubbing out.
- 8) Pencils must be used for all pieces of work until a child is awarded a pen licence from Year 3 onwards when handwriting is neat and fluent
- 9) For colouring in books, only colour pencils should be used - no felt-tip pens
- 10) In Science books and Topic books, each new unit should have a title page. Ideally this should incorporate a vocabulary list too.
- 11) In Key Stage 2, children should be given success criteria to stick in their books. These are essential if good quality peer- and self-assessment is to take place.
- 12) Before starting anew piece of work, the previous piece should be 'ruled off'.

Monitoring the quality of assessment and feedback

Assessment, feedback, presentation and the quality of children's work are monitored by Phase Leaders, Subject Coordinators and senior staff according to a published schedule. Additionally, there are calendared cross-phase monitoring meetings for teachers where sets of books are scrutinized and feedback provided.

Outstanding	<p>In addition to the characteristics of 'Good' marking and feedback:</p> <ul style="list-style-type: none"> • Comments from the teacher are particularly focused and diagnostic revealing very good subject knowledge • There is a very good level of response to personalised comments from teachers • There is some subsequent response from teachers • Teacher handwriting is exemplary and personalised to the child
Good	<ul style="list-style-type: none"> • Children know how well they have done in relation to the learning objective/s and what they need to do to improve • Marking is positive, diagnostic and helps to build confidence • Work is always marked according to the agreed schedule • Good quality, relevant 'next steps' are set to promote progress • Regular evidence of children responding to marking • There is regular evidence of self- or peer- assessment (KS2 only) - children are involved in setting targets for improvement • Children respond to personalised comments from teachers • Teacher handwriting is well modelled
Requires Improvement	<ul style="list-style-type: none"> • Children know how well they have done in relation to the learning objective/s • Marking is usually positive and can help to build confidence • Work is usually marked regularly • Some relevant 'next steps' are set • Some evidence of children responding to marking • There is no evidence of self- or peer- assessment (KS2 only) • The teacher's handwriting is easy to read, but not always an age-appropriate model
Inadequate	<ul style="list-style-type: none"> • Children do not know how well they have done in relation to the learning objective/s • Marking is not positive and does not help to build confidence • Work is not marked regularly • No relevant 'next steps' are set • No evidence of responses to marking • The teacher's handwriting is not easy to read • Work is marked incorrectly • The advice given to children is inaccurate



Edmonton County Primary Phase Book Monitoring

Teacher/s:

Class/Year Group:

Date:

Area:

Monitoring Points	Achieved	Comments
PUPIL ENJOYMENT		
Layout of books		
Presentation		
Quality and quantity		
MARKING		
Up to date / regular		
In line with policy		
Teacher handwriting legible		
Children's response to marking		
CURRICULUM		
Range of curriculum coverage		
Cross curricular links		
Real life links		
Range of activities		
PUPIL PROGRESS		
Differentiation / challenge		
Evidence of progress		
Age related expectations		
HOMEWORK		
Set according to topic		
Marked in line with policy		
POINTS FROM LAST MONITORING (Have these been addressed?)		
AREAS OF STRENGTH		
AREAS TO DEVELOP		

BOOKS MONITORED:	By:
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