

Feedback, Marking and Assessment Policy

Title:	Feedback, Marking and Assessment Policy
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Introduction

Cranham School's assessment, marking and feedback policy is based on the following principle:

The research indicates that improving learning through assessment depends on five, deceptively simple, key factors

- the provision of effective feedback to pupils;
- the active involvement of pupils in their own learning;
- adjusting teaching to take account of the results of assessment;
- a recognition of the profound influence assessment has on the motivation and self-esteem of pupils, both of which are crucial influences on learning;
- the need for pupils to be able to assess themselves and understand how to improve.

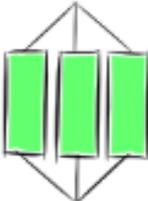
Black, P. & Wiliam, D. 1999. Assessment for Learning: Beyond the Black Box, Assessment Reform Group, University of Cambridge, School of Education

The purpose of this policy is to make explicit how teachers assess children's progress, mark children's work and provide feedback. This policy also recognises the important role children play in peer and self-assessment enabling children to become reflective learners and to close the gap between current and desired performance.

An assessment, marking and feedback policy provides opportunities to promote consistent standards of marking and common assessment methods from one teacher to another.

Assessment, marking and feedback at Cranham School, is based on the SOLO taxonomy (structure of observed learning outcomes) which enables teachers and pupils to identify depth of learning and next steps, This consistent approach is used day to day in lessons, oral and written feedback as well tracking in-year key objectives via INSIGHT tracker. INSIGHT tracker is used to support next steps in planning as well as providing summative

SOLO and INSIGHT

Symbol	Level	Verbs	INSIGHT depth of understanding
	<p>EXTENDED ABSTRACT: Learning outcomes go beyond subject and makes links to other concepts - generalises</p> <p><i>"I have several ideas about ... I can link these ideas to the whole ... and look at these linked ideas in a new way."</i></p>	<p>Generalisation Prediction Evaluate Create Prove Plan Justify Argue Hypothesise Compose Prioritise Design Construct Perform Invent Reflect</p>	3
	<p>RELATIONAL: Learning outcomes show full connections made, and synthesis of parts to the overall meaning</p> <p><i>"I have several ideas about ...and can link these ideas to the whole."</i></p>	<p>Sequence Classify Compare & contrast Explain causes Explain effects Analysis Make an analogy Organise Distinguish Interview Question</p>	2
	<p>MULTISTRUCTURAL: Learning outcomes show connections are made, but significance to overall meaning is missing.</p> <p><i>"I have several ideas about ..."</i></p>	<p>Describe Outline List Follow a procedure</p>	1 +
	<p>UNISTRUCTURAL: Learning outcomes show simple connections but importance not noted.</p> <p><i>"I have one idea about ..."</i></p>	<p>Define Name Draw Find Label Match Identify Recall</p>	1
	<p>PRESTRUCTURAL: Learning outcomes show unconnected information, no organisation</p> <p><i>"I need help to ..."</i></p>		0

data five times a year indicating if children are well below, below, at or above age-related expectations.

SOLO displays are evident in all classrooms

Marking and feedback

All feedback and marking should be meaningful, manageable and motivating and should serve a single purpose - to advance pupil progress and outcomes. Marking and feedback are aspects of formative assessment.

Verbal Feedback

Verbal feedback may be teacher to pupil, pupil to teacher or pupil to pupil.

Verbal feedback during a lesson is considered to be most effective enabling pupils to make immediate responses or teachers to adapt plans mid-session accordingly. Where verbal feedback has been given this does not need to be formally recorded in pupil's books

Marking (written feedback)

Marking is used to advance individuals both by identifying next steps and motivating pupils to improve. Marking is only relevant when it is achieving either of these goals and there is no requirement for all work to be marked.

Work maybe: self-marked (red pen); peer marked (green pen); or marked by an adult (blue pen).

It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding:

For slips, it is often enough to simply indicate where each slip occurs, with pupils given time pupils to correct them;

If errors demonstrate lack of understanding, the teacher may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange same-day intervention (Fix its) while for a large number of pupils, the errors will be addressed in the next lesson.

The following symbols are used to support marking:

* to recognise a key improvement or positive attitude

next steps symbol to indicate next steps in learning

Where a next step is to be achieved in the next piece of work teachers will refer back to this comment in the follow-up work. Where a next step asks pupils to edit their work or further develop and aspect pupils respond using a red 'polishing pen'. When this cannot be done during the same lesson time for pupil's responses is given at the start of each day or, for younger children who need adult support to respond, this will be done at the start of the next lesson.

When correcting spellings is a focus, words may be circled or 'sp' written in the margin. Keywords are recorded in the back of books for pupil to practice.

Summative Assessment

Data snapshots are taken from INSIGHT Tracker five times a year to assess a pupil's current attainment and depth of understanding. All data is inputted regularly with data deadlines for staff at the end of each term.

Information is used to:

- inform Senior Leaders, subject leaders and Governors of the schools current strengths weakness, enabling them to act accordingly
- inform staff progress discussions ensuring all children are appropriately planned for

For children in Years 1-6 a mini report with pupils progress on objectives covered to date for English and mathematics is shared with parents twice a year at parents evenings. For children in Reception reference is made to progress against Early Learning Goals.

All parents receive a written report once a year. This includes a full breakdown on objectives achieved related to depth of understanding for each subject as well as individual comments on attitudes to learning and next steps

The following statutory assessments are completed:

- Reception -, EYFS profile
- Year 1 (and 2) - Phonics Check
- Years 2 and 6 - end of Key Stage assessments

In addition, the school has chosen to complete a non-statutory baseline assessment of children in reception (Early Excellence).

NFER reading tests are completed twice a year for children in Years 2-6 and once a year for children Year 1.

Spelling tests are completed annually for children in Years 1-6

To ensure accuracy all staff participate in 'book looks' and moderation events, included those organised by a local cluster of schools. Governors monitor data, books and meet with subject leaders.