

## Assessment, Marking and Feedback Policy

Assessment at Giles follows the principle that assessment information will only be accurate and valuable if it is the result of rich and immersive learning opportunities. Assessment should seek to remove the ceiling on attainment and support children in making the next steps in their learning. In all aspects of assessment, children will be taught and assessed against the key skills, knowledge and understanding appropriate for their age, as set out in the Primary Curriculum 2014.

**We acknowledge that feedback comes in a variety of forms and should be a regular and robust part of every lesson. Feedback, as an integral part of the learning process, must be precisely positioned and delivered regularly in each aspect of the lesson. All feedback should have a positive tone. It should be specific, clear and appropriate in its purpose and productive in its outcomes. The best feedback, whether it is written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result.**

### Aims:

- To help pupils make progress
- To provide strategies for pupils to improve
- To give pupils dedicated time to reflect upon their learning and put effort in to make improvements
- To inform planning and structure the next phase of learning
- To facilitate effective and realistic target setting for pupils and/or the teacher
- To encourage a dialogue to develop between pupil and teacher
- To encourage pupils to have a sense of pride in their work
- To encourage pupils to perfect presentation
- To correct mistakes with a focus on literacy and mathematics skills and strategies

### Principles of Feedback at Giles Junior

- Feedback should be timely and respond to the need of the individual learner so that they can actively engage with the feedback
- Teachers use their subject knowledge to identify common errors and misunderstandings to adapt planning to swiftly intervene
- A dialogue should be created: between the teacher and pupil, between the pupils as a group, between peers or independently. It is essential to allow time for pupils to engage with feedback to moving their learning forward.
- Pupils should be encouraged to assess their own work against collaboratively created learning goals.
- Peer and self-feedback are valuable tools for learning that should occur regularly, after careful structuring by the teacher.

### Type and frequency of verbal feedback

- This is the most frequent form of feedback.
- It has immediacy and relevance as it leads to direct pupil action (in purple pen).
- Verbal feedback may well be directed to individuals or groups of pupils; these may or may not be planned for, but will be based on acute and strategic assessment for learning.
- VF will be indicated in a child's book wherever verbal feedback has been given.

### Type and frequency of peer feedback at Giles Junior

- This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher. These structures are seamless and integrated into the school's pedagogic model.
- Pupils need to be well trained over time to effectively peer assess one another. This process will be led by all teachers.
- Pupils may give their partner verbal feedback which the pupil will then act on in purple pen (other pupils do not amend work in any book other than their own)

### Type and Frequency of Self Reflection, Assessment & Feedback

Akin to peer feedback, pupils need an explicit and clear structure to identify how to improve their work as stated above. Teachers should both help uncover and share the elements of success in learning where appropriate. Opportunities for self-reflection could take the form of:

- Editing their work (in purple pen) according to feedback given
- Marking their own work to resolve any errors they might notice (particularly in maths)
- Reviewing work against a set criteria to assess against expectations for their year group
- Reflections of successes recorded prior to parent consultation or in their Leadership folder

In order for a consistent and collective approach to providing strong feedback in lessons, the following list of strategies has been compiled. These strategies form part of the school's pedagogic model and are not 'bolted on' to lessons. Formative & oral formative strategies, such as:

- Group Guided or Shared Activities
- Teacher / Pupil metacognitive sharing/modelling
- Think/Pair/Share
- One-to-one sessions (conferencing)
- Enquiry Walls & Post-it Responses
- Anchor tasks (taught at the start of the lesson following a review of the previous day's learning)
- Procedural and Conceptual Variation
- Peer work sharing by teacher and group editing to model common features requiring improvement by a larger group

### Type and Frequency of Written Feedback

- It will be the least frequently used form of feedback in most contexts.
- Written feedback will only be used when the teacher determines that it is the most effective and relevant type of feedback for the subject/lesson/pupil or context – this will be strategic and used for the pupils who require additional scaffolds or prompts to better understand how to improve their learning (this will form part of their provision map as agreed in pupil progress meetings) See Appendix 2 for examples of effective written feedback in English and Maths
- Written feedback will model all aspects of our presentation/handwriting expectations
- When determined appropriate to use, written feedback will be a balance of the positive reinforcement of mastered skills and clear, current and actionable ideas to improve their work

- This may include identifying specific issues such as key words, presentation issues, spellings, etc.; pupils should act upon these – Appendix 1 outlines how spellings are corrected to help pupils take an active part in correcting and learning from spelling errors

### **Expectations of staff**

|   |   |
|---|---|
| Writing – sentence stacking lessons     | <p>Green pens will be used by all members of staff when writing in a child's book.</p> <p>Every child's work will be seen by the teacher every lesson (this could happen during or after the lesson). This will be evidenced by green pen markings on the page E.g. correcting a spelling, indicating missing words or punctuation or using the letters VF for verbal feedback to show that a discussion has taken place.</p> <p>This enables the pupil to recognise the need to act on advice during the lesson. The child needs to make improvements in purple pen following the verbal feedback.</p> <p>Tickled pink – this should be used during the lesson as the teacher is giving verbal feedback to indicate areas of the child's work that are impressive. Please ensure the reason is explained to the child.</p> <p>Spellings need to be corrected as shown in Appendix 1.</p> |
| Writing – independent assessment pieces | <p>Editing guidelines have been shared with all staff and are available to revisit on Google drive- Giles Writing Curriculum</p> <p>Teachers will conference with children throughout the days that writing is taking place and will edit a paragraph written as a rough draft with each child before they improve on their errors and rewrite it as a final piece. This will be evidenced as above with green pen and pink highlighter.</p> <p>Any piece not seen by the teacher will be peer edited or self-edited in the rough draft stage as well.</p>  |
| Maths                                   | <p>Green pens will be used by all members of staff when modelling in a child's book. Any modelling or extensions if written, need to be in green pen.</p> <p>Every child's work will be seen by the teacher every lesson (this could happen during or after the lesson).</p> <p>Spellings need to be corrected as shown in Appendix 1. This will only be used when are writing an explanation when children are justifying or reasoning.</p> <p>Pink highlighter to be used when marking a child's work. If they are skill based questions, highlight the question number. However, children should be mainly self-marking/peer marking their work.</p>   |
| Guided Reading And Spelling             | <p>Green pens will be used by all members of staff when writing in a child's book.</p> <p>Every child's work will be seen by the teacher every lesson that written responses are recorded.</p> <p>This will be evidenced by green pen markings on the page E.g. correcting a spelling, indicating missing words or punctuation or using the letters VF for verbal feedback to show that a discussion has taken place.</p>   |

|                     |   |
|---------------------|---|
|                     | <p>The child needs to make improvements in purple pen following VF. Whole class marking or peer marking may also take place, where the teacher discusses the answers and the children either mark their own or a partner's work. In this case, the marking will be done by the child in purple pen and no evidence of green pen is necessary.</p> <p>Spellings need to be corrected as shown in Appendix 1.</p>   |
| Science             | <p>Teachers will use the Science assessment document to record misconceptions/concerns which will assist with further planning.</p> <p>Every child's work will be seen by the teacher every lesson (this could happen during or after the lesson) – this will enable the teacher to log who is working towards or working at greater depth for that lesson. There is no need to record the children's initials who are working at ARE (Age Related Expectations) as this will be any children who are not recorded as WTS (Working Towards Standard) or GDS (Greater Depth Standard).</p> <p>Rather than correcting individual spelling errors in children's books, any common spelling errors will be recorded on the assessment document for the teacher to discuss at the start of the following lesson.</p> |
| Foundation subjects | <p>Teachers will use the Foundation assessment document to record misconceptions/concerns which will assist with further planning.</p> <p>Every child's work will be seen by the teacher every lesson (this could happen during or after the lesson) – this will enable the teacher to log who is working towards or working at greater depth for that lesson. There is no need to record the children's initials who are working at secure as this will be any children who are not recorded as absent or unsecure.</p> <p>See appendix 3 for formative assessment sheet.</p> <p>Rather than correcting individual spelling errors in children's books, any common spelling errors will be recorded on the assessment document for the teacher to discuss at the start of the following lesson.</p>            |

**All subjects – if pupils have worked with an adult, this will be indicated by a sticker or other clear indicator stating which adult they have worked with. This supports assessing whether a child is on track to meet ARE as the expectation is they work independently for the majority of their age related content.**

**Alongside this policy we embed necessary elements of assessment both formative and summative which are relevant and timely in conjunction with building the blocks of learning in every subject.**

There are some key principles of assessment

- Assessment should have a purpose at every level for all involved
- Pupils should be given feedback on their learning in a form appropriate to the subject and stage of learning, this may be in the form of verbal or written feedback, and may be completed by peers, teaching assistants, or the class teacher
- Teachers should use the formative assessment to inform planning and identify next steps
- The long-term formative assessments should be used to inform summative assessment
- Summative assessment should be used only as a tool to enable the school to measure attainment; these measurements may form part of a dialogue with parents or pupils

Summative decisions are made about children's achievement twice a year. These decisions are based upon bodies of the children's work but also, where relevant summative assessments such as tests. We recognise that, whilst useful, summative only provides a snapshot of performance at any given time. School assessments take place at relevant periods across the school to suit the needs of each year group.

### **Role of Teaching Assistants (TAs):**

Where TAs have worked with children they should mark the pupils work to identify correct and incorrect answers as part of the guided session. Oral feedback should be given to the teacher which raises anything required for further teaching in the following lesson.

### **Supply Teachers:**

Supply teachers are expected to mark work according to our school policy.

Should a supply teacher not mark the work the teacher will indicate it with: (S)

### **Reporting Attainment and Progress to Pupils and their Parents:**

Phrases that we will use as a school, when reporting to parents are:

- Your child is working towards the expected range for his/her age group (followed by examples of particular areas of success and current areas of focus) (WTS)
- Your child is working at the expected range for his/her age group (followed by examples of particular areas of success and current areas of focus) (EXS)
- Your child is working above the expected range for his/her age group (followed by examples of particular areas of success and current areas of focus) (GDS)

There will be pupils who are working significantly below their peers. Teachers use the assessment code of PRE for these pupils. However, this term is not used in written reports as the definition of exactly where their attainment lies will be communicated through SEN Reviews three times a year. This will give further depth to the parents understanding as to where their child may be on the spectrum of WTS.

Attainment and progress are reported to parents through a range of formal and informal opportunities throughout the year:

- Parent consultations, twice a year
- Open mornings where parents are invited to review pupils learning in class
- A written report annually

### **Analysing Data:**

The key **attainment** measures are:

- The proportion of children working below age-related expectations (PRE)
- The proportion of children working towards age-related expectations (WTS)
- The proportion of children working at age-related expectations (EXS)
- The proportion of children working above age-related expectations (GDS)

### **Pupil Progress Meetings:**

These will be held half-termly and will be carried out by the class teacher alongside a member of SLT.

SEND and pupil premium children will have their work reviewed more frequently so that any interventions can be modified swiftly to have greater impact.

### **Maths Assessment:**

End of term assessments will take place to identify gaps in learning from the previous term (diagnostic test). This enables teachers to adapt planning and further inform their teacher assessment. Some children, who are working below, as identified during pupil progress meetings, will be assessed using the Herts Specific Learning Difficulties baseline number assessment. Pupils use TT Rockstars to track their recall of multiplication facts, this is part of their homework and is checked weekly by the teacher.

**Reading Assessment:**

All children are continually assessed as part of guided reading sessions – this is outlined in the Teaching, Learning and Curriculum Policy. Some children, who are working below, as identified during pupil progress meetings, will be assessed using the Benchmark Reading Assessment. Where pupils progress is weak and held back by basic word decoding preventing fluency and therefore comprehension then we may utilise “Reading Eggs” which allows the pupils to have targeted intervention on specific areas of their reading.

**Writing Assessment:**

Writing moderation takes place twice a year which gives the opportunity for teachers to make secure and consistent judgements. Some children, who are working below, as identified during pupil progress meetings, will be assessed using the Herts Specific Learning Difficulties Baseline Word Reading and Spelling assessment.

**Roles and responsibilities of headteacher, other staff, governors:**

It is the responsibility of the Assessment Subject Leader and Headteacher to report overall attainment and progress across the school to Governor’s Curriculum and Standards Committee at two points in the year. It is the responsibility of each subject leader to ensure assessment is completed for all classes in their subject and to collate this to gain a whole school overview. It is the responsibility of the class teacher to ensure they continually assess the children formatively and report attainment and progress in a summative manner, twice a year.

**Foundation Assessment:**

Assessment information gathered by the teacher during foundation lessons, through effective formative assessment strategies, is noted down on the Foundation Assessment sheet (see appendix 3). Teachers are expected to note down any significant misconceptions to be addressed as well as initials of children who are absent or not secure by the end of the lesson, for every foundation lesson. This will then be discussed as a year group team so that this information can be used to support future planning.

**Date for review: September 2025**

**Distribution:-**

A copy of this policy will be available to:-

- a) all school governors
- b) all teaching staff
- c) all School Office staff
- d) all Parents (on request).

Approved by: .....

Date : .....

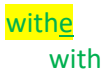


## Appendix 1

### Spelling correction guidance

Spelling corrections will be individualised to meet the pupils' needs. The structure and expectations of independence will be varied.

For those pupils requiring a more structured approach the following strategy will be used.

Where needed a teacher may refer to another similar spelling rule to support them transferring their spelling understanding to a different word.

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|---|---|
|  | Adult copies the incorrect spelling <b>and</b> the correct spelling in the margin. The child underlines the error and then copies the correct spelling 3 times. |
|  | Adult highlights the incorrect spelling underlining the part requiring the correction.  |
|  | Adult highlights the incorrect spelling. The child writes their correction underneath.  |

NOTE: Always remember presentation.

Ensure that all handwriting by adults and children is neat, legible and follows Giles Junior School handwriting expectations.

## Appendix 2 – Examples of tailored written feedback for English and Maths

### Supporting pupils with mistakes

**Reminder Prompt** - allows focus to elaborate / extend e.g. Say more about . . Explain why you think this . . .

When you add 19 what could you add which is nearly 19? How could you then adjust your answer?

What happens to the digits when you divide by 10?

*How do you think the dog felt here?*

**Scaffolded Prompt** - provides more structure to improve the work.

- **A Question**

When I add 19 I add 20, as it is easier to do this by looking at the tens. What do I need to do to my answer after I have added 20?

*Do you think the dog was annoyed? How might he have shown this?*

- **A Directive**

Look at how I worked number 3 out. Can you see the difference between mine and yours?

Complete the calculation I have started for you

e.g.  $19 + 26 = 20 + 26 = 46 -$

*The dog was annoyed. Add vocabulary to show this.*

- **An Unfinished Sentence**

‘When we divide by 10 all the digits move...’

“You wanted to find two numbers that added together to make 100, but your total is 110. What do you need to do now?”

*Describe the expression on his face*

*He was so surprised he.....*

*He barked \_\_\_\_\_ly, running around feeling very \_\_\_\_\_.*

$$\begin{array}{r} 3469 \\ - 372 \\ \hline 097 \end{array}$$

### **Example Prompt**

More supportive and structures response e.g. Working through an example or modelling a successful strategy

‘Which of these two answers for question 12 is correct?’

*Choose one of these or write your own:*

*He couldn't believe his eyes!*

*He ran round in circles looking for the rabbit, feeling very confused.*

*Choose one of these or you own:*

- *He is a good friend because he never says unkind things about others.*
- *This character is a good friend because he is always nice to everyone else.*

$$\begin{array}{r} 469 \\ - 372 \\ \hline 117 \end{array}$$

$$\begin{array}{r} 3469 \\ - 372 \\ \hline 097 \end{array}$$

### **Foundation Assessment**

**Subject and topic:** \_\_\_\_\_

| Lesson content and vocabulary | Misconceptions/Concerns/Comments | Absent | Unsecure children and the relevant action needed for them to be secure |  |
|-------------------------------|----------------------------------|--------|--|--|
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