



Oliver's Battery Primary and Nursery School

Creative, caring and confident learners for life

Assessment, Feedback and Marking Policy

Issue number	4
Date approved by Governors	September 24
Date to be reviewed	September 25
Changes Made	
Added a Rationale Several changes throughout Changed the colour we mark in Changed the colour children edit in Update to the marking code	

Rationale

'The main role of feedback is to improve the learner not the work. The only thing that matters with feedback is what the learners do with it.' Dylan William

Assessment, feedback and marking are central to children's learning and are an integral part of the education process. Assessment, feedback and marking should enhance motivation, reinforce the children's confidence and self-esteem by recognising and giving credit for their achievements as well as offering strategies for improvement. Feedback is part of the school's wider assessment process which aims to provide appropriate levels of challenge to pupils in lessons, target specific gaps in learning and will allow them to make good progress.

Before providing feedback teachers should to provide high quality instruction including the use of formative assessment strategies that take into account assessment for learning.

Aims

- To give children effective feedback on their learning in order to make progress
- To enable children to celebrate success
- To achieve a consistent approach to assessment and feedback across the school
- To inform future planning

Objectives

- To relate to the learning intention of the lesson or learning journey
- To assess the learning of the children
- To plan in time for children to read and respond to marking and feedback
- To feedback effectively, both verbally and through marking, to address misconceptions, promote deeper thinking and extending learning
- To provide clear expectations for children regarding learning behaviours and presentation.
- To develop children's ability to self-evaluate and peer-evaluate their learning

Marking Principles

Marking & Feedback should:

- Be timely – marking is normally done as 'live' marking or before the next lesson in that subject.
- Ensure misconceptions are identified and corrected
- Be appropriate –
 - A variety of verbal and written.
 - The younger the child the more important it is that feedback is oral and immediate.
 - Some written work may benefit from detailed marking.
 - In maths, where a child has made a number of mistakes the teacher will decide which of the mistakes need to be reviewed.
- Be focused on the task
- Relate to the pupils learning behaviours and self-regulation where appropriate
- Be used by the pupils.
- Indicate whether the learning was independent, part of a group, or through guided group work with the teaching assistant or class teacher
- Use colours to focus the children towards achievements and challenges. Green pen or highlighter is used to show success against the learning objective. Pink pen or highlighter is used to show areas for development. (Green for good, Pink for think)
- Use symbols where appropriate (Annex A and displayed in all classrooms)
- Indicate up to three relevant spelling errors for the child to correct. For example, common exception words, topic words.

Pupil Response

- Pupil Response is varied dependent on subject or age of pupil.
- Children are given time to respond to feedback and self-edit. This skill develops as children progress through the school.

- Children use purple pen to self-edit.
- In a growth mindset, challenges are exciting rather than threatening. So rather than thinking, 'Oh, I'm going to reveal my weaknesses, you say, wow, here's a chance to grow. Carol Dwek








Our Assessment Timeline

Nursery	<ul style="list-style-type: none"> • 6 monthly assessments and meetings with parents/carers • End of year written reports
EYFS	<ul style="list-style-type: none"> • Baseline Assessments and on entry assessments • Half termly Little Wandle Phonics Assessments • EYFS Profile Assessments related to GLD
KS1&2	<ul style="list-style-type: none"> • Teacher Assessments in Reading, Writing and Maths at four 'Milestones' across the year. • Attainment plotted on Venns to show pupils at ARE, GDS or WTS updated at milestone and pupil progress meetings • Rapid Attainment Plans in place for pupils and groups as needed at milestones. • Wider Curriculum Assessments at the end of each half term • Half termly Little Wandle Phonics Assessments in Yr1&2 • Phonic Screen in Year 1 • Internal end of year assessments at end of KS1 • Multiplication Tables Check in Year 4 • SATs in Year 6 • Two parents evenings and a written reports at the end of the year.



Marking & Feedback Code



I	Independent work
G	Guided
l:l	Supported work
LSA	LSA supported work
P/G	Paired or Group work
↔	Verbal Feedback
	Finger space
	Punctuation missing
	Capital Letter
	Read again and check
	Next step
	Correct answer Meeting the learning objective
	Incorrect answer To show where improvements can be made
Purple polish	Editing and improving work