Feedback & Marking Policy

Our Assessment policy is underpinned by research by the Independent Teacher Workload Review Group (March 2017) and supports evidence from the Education Endowment Foundation (EEF) toolkit summary of research (April 2016).

Our Assessment Policy is based on the principles that marking is **meaningful, manageable** and **motivating.**

Date Adopted: Sept 2020   **Date to be reviewed**: Sept 2023

M**eaningful:** 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.

Expectations

ACE		What does it look like?		What does it mean?		Response required from child?
A Accept		✓ ✓✓		Where work is correct Where work is very good		No No
C Correction		──		Where a correction is needed Add a question at end of work if required		Yes
E Extend		* Any colour		Ask a question or raise a point at the end of the work if required, for something to change or an improvement needed		Yes

Any adult comments to be written in blue.

POG - Pink Orange Green   By an adult on LO
    By child at end of LO

TA 1:7 – TA marked and initialled and group size

Peer-assessed – child to add own initials

Self-assessed – use the purple pen of power (PPoP) to show editing

Marking less, but marking better.

Feedback in Practice

Feedback is given in three ways (in order of decreasing importance):

Immediate feedback – at the point of teaching

Summary feedback – at the end of a lesson/task

Review feedback – away from the point of teaching (including written comments)

Type	What it looks like	Evidence
Immediate	- Includes teacher gathering feedback, including verbal, whiteboards, recorded work, etc - Takes place in lessons with individuals, small groups or whole class - Often given verbally to pupils for immediate action - May involve use of adult to provide support or challenge - May re-direct the focus of the learning - May include marking as per the policy	- Lesson observations - Learning Walks - Some evidence of annotations or use of policy - Improvements evident in books, either through editing or further working
Summary	- Takes place at the end of a lesson or activity - Often involves whole classes or groups - Provides an opportunity for evaluation of learning in the lesson - May take the form of self- or peer-assessment against an agreed set of criteria - In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	- Lesson observations - Learning Walks - Timetabled pre- and post-teaching based on assessment - Some evidence of self- or peer-assessment
Review	- Takes place away from the point of teaching - May involve written comments / annotations for pupils to read / respond to - Provides teachers with opportunities for assessment of understanding - Leads to adaptation of future lessons through planning, grouping or adaptation of tasks - May lead to targets being set for pupils' future attention or immediate action	- Acknowledgement of work completed - Written comments and appropriate responses / action - Adaptations to teaching sequences / tasks when compared to planning - Use of annotations to indicate future groupings

<u>Peer Feedback Agreement</u>

As a great learning partner we will:

- **Respect** our partner's work because they have done their best and so their work should be **valued.**

- Ask our partner to talk about what they tried to do in their work and read it out to us.

- **Tell** our partner the good things we see in their work.

- Make our suggestions as **clear** as possible.

- Make our suggestions **positive.**

- **Give suggestions** to improve their work using the **Learning Objective** or the **Success Criteria ONLY.**

- **Listen** to our partner's advice because we are trying to help each other **up-level** our work.

- **Use examples** from the teacher's **Assessment** as a model to help set our partner any targets.

- **Be fair** to our partner – don't discuss their work outside the classroom.

- **Thank** our partner for offering us help.