

BROOMFIELD PRIMARY SCHOOL

ASSESSMENT & FEEDBACK POLICY

Rationale

We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions/objectives: enabling children to become reflective learners and helping them to close the gap between current and desired performance. This demonstrates in particular, our commitment to effective assessment for learning that enables each child to know where they are with their learning and what the next step(s) is to make progress. Such assessment and feedback processes encourage a personalised learning approach to planning and delivering an appropriate curriculum.

Our ultimate aim is for children to be able to meet their full potential through taking responsibility for their own learning enabled through having the 'learning to learn' skills in place (Readiness, Reliance, Resourcefulness, Remembering and Reflecting)

General Principles

Marking and feedback should:

- Be manageable for all teachers
- Involve all adults working with the children in the classroom
- Give children opportunities to become aware of and reflect on their current performance and learning needs
- Give recognition and appropriate praise for achievement
- Respond to individual learning needs, marking face-to-face with some and at a distance with others
- Inform future planning and individual target setting
- Encourage personalised learning
- Be accessible and inclusive
- Be seen by children as positive in improving their learning

Specific Principles

- Relate to learning intentions/objectives, which must be shared with the children
- Relate to the success criteria which must be shared and/or generated with the children
- Encourage and teach children to self-mark and self-evaluate where possible.
- Give clear strategies for improvement e.g. a 'closing the gap' comment that will become a target for future learning
- Allow specific time for children to read, reflect and respond to feedback
- Involve children in the same process (whether written or oral), across all subjects
- Use consistent codes throughout the school

Strategies

During each lesson children will be told what they are going to learn (learning intentions/objectives) and what the success criteria are. Where appropriate, the context will be separated from the learning intention that will focus on a skills based learning.

Formative vs Summative marking/feedback

With oral feedback in the course of a lesson, teachers' comments to children should focus primarily on the learning intention/objective and linked success criteria; other issues should be dealt with quietly and individually. Oral questioning should similarly encourage children's self-evaluation that encourages the other higher order thinking skills of application, analysis, and synthesis.

Not every piece of work can be quality marked, and teachers will use their professional judgement to decide whether work will be acknowledged or given detailed attention. Key summative assessments (e.g. half-termly writing assessments) will naturally attract a more detailed approach to marking and feedback, although elements of self-assessment are usually still appropriate.

Emphasis in marking and feedback should always focus on the learning intention/objective and the related success criteria, recognising achievement and establishing the gaps that become targets for future improvement. On occasion it will be necessary to prioritise and 'drip feed' these targets so that children do not lose sight of their achievements to date.

Secretarial features

To enable a clear focus on the learning intention and success criteria, secretarial features not part of the learning (e.g. punctuation, spelling, grammar for example) should not be marked rigidly. When work is finished, pupils can be asked to check their work for accuracy, completeness and presentation, amending where necessary. (E.g. 'Reach for the Stars' model - correct up to three spellings, improve punctuation for two sentences etc.)

Self-marking

Pupils should self-evaluate where possible (aided by peer evaluation through talk/learning partners), identifying their own successes and looking for improvement points. The plenary can focus on this process as a way of analysing/applying the learning that has taken place. Pupils may be asked to mark their work in pairs, to engender discussion about the work.

Shared or paired marking

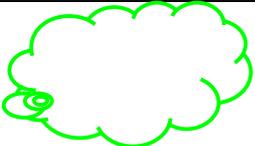
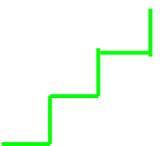
The marking and oral/written feedback process should be taught and modelled at regular intervals to build children's skills in the language and in process of giving and responding to feedback. This should be encouraged from the earliest stages of learning, when the process will be primarily oral (although accessible written models such as 'tickled pink and growing green' can be used successfully within the Foundation Stage/KS1).

By KS2 most children will be able to self-evaluate and give written feedback to others using sentence starters and prompts where necessary. Care must be taken to ensure that children both focus on the success criteria and that emphasis is given to positive achievement rather than creating a feeling of negativity in others' learning attitudes. (The use of a model such as 'three stars and a wish' is an example of an effective working practice.)

Marking Procedures

- Marking should be in a different colour or medium from the pupil's writing, but should not dominate. For this reason, red ink is inappropriate and green ink will be used.
- Presentation standards should be made to children and it may be appropriate to comment on after the learning intentions and success criteria have been considered. However, such comments should not dominate.
- In KS2, exercise books will have the date on the top left, a title or learning intention/objective on the next line, and each piece of work will be ruled off. (This will help with pinpointing evidence for APP purposes.)

Marking Key

Code	Meaning
Focussed marking	
	Clouds are used to write positive comments on how well the piece of work has met the learning objective
Use a pink highlighter pen on the pupils work to exemplify areas of success	
	Steps are used to write comments about how the pupil can move their work on. Where possible give a clear example or model.
General aspects needing comment.	
	Presentation not up to expectations.
	Amount of work not satisfactory in time provided.
	Incorrect spelling
	Any other mistake
.	Correction needs doing – in maths. Correction will then be marked with a tick and C combined
D	Individual discussion took place.
'With support' and initial of supporter	Work completed with support

Pupils in the Foundation Stage/KS1 class will be expected to make a self-evaluation of their work in discussion with the teacher.

Inclusion

Any process of assessment and feedback must be inclusive through its accessibility. The vast majority of children have the potential to develop self-evaluation and feedback skills but greater scaffolding and support will be required for some children, including those with Special Educational Needs. Adaptation may also be required in terms of written marking and feedback to make it meaningful and to encourage confidence and progress in learning.

Teachers who are regularly work within the school should have a copy of these guidelines and be familiar with them. Work marked by a supply teacher should be initialled to that effect.

Policy agreed by _____

Date _____

Review date _____