



**ST. PETER CATHOLIC
ACADEMY TRUST**
BY SERVICE, TOWARDS GOD



ST ETHELBERT'S CATHOLIC PRIMARY SCHOOL AND NURSERY

Assessment Feedback and Marking Guidance 2018/19

Date of Review: September 2018
Date of Next Review: July 2019

Feedback and Marking Guidance

1. Purpose and aims of the assessment feedback and marking guidance document

Formative assessment is an essential component of classroom work and can raise student achievement

Paul Black and Dylan William: Inside the Black Box, 2010

Formative assessment is a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

Internation Center for Leadership in Education, 2016

Research has shown that consistent and effective feedback has a significant impact on raising achievement. Where pupils are given better quality support and feedback, and are encouraged and empowered to take more responsibility, they learn more effectively.

The purpose of this guidance is to detail how the teaching team provide assessment feedback. All members of staff are expected to be familiar with the guidance and to apply it consistently, using their professional judgement.

A consistent approach to assessment feedback is essential so that pupils understand how they will receive feedback and how they should respond to marking. Consistent, high-quality assessment feedback reinforces high expectations and also helps pupils develop as learners.

Teachers are responsible for providing assessment feedback as part of the teacher's terms and conditions of employment. In this guidance, clear strategies are stated in order to have a positive impact on pupil outcomes and be manageable for teachers.

2. The Key Principles that Guide the School's Approach to Assessment Feedback

Assessment Feedback will:

- Enable pupils to further their learning
- Be accessible to pupils, and to empower them to take responsibility for improving their work
- Reinforce high expectations for individual achievement
- Identify specific areas for improvement for the whole class/groups/individual pupils where appropriate
- Be provided within lessons, or at the soonest possible opportunity where this is not possible – usually the next lesson
- Take a range of forms. Where any written feedback is given (e.g. a numbered prompt or next step), pupils will be given time to respond
- Respond to the learning needs of individuals, groups or the whole class by taking opportunities to mark with pupils in lessons to provide immediate feedback
- Be an integral part of the assessment for learning process, informing future planning
- Be manageable for the teaching team

3. Forms of assessment feedback

Verbal feedback: (VF)

Verbal feedback will be given to children during the lesson where possible. Verbal feedback will be immediate, during the learning and may be individual, group based, or to the whole class

Written feedback: *Tickled Pink and Green for Growth*

Adults use pink and green highlighters to indicate where pupils have met/not met learning objectives, any written comments are recorded using red pen.

Pink highlights will show achievement against the learning objective or success criteria.

- The learning question, and/or evidence within a piece of work may be highlighted pink to show specific examples of where the objective has been achieved.
- If a learning target has been met, this will be acknowledged in the pupil's book in red pen, and on the target sheet in the front of the book. Pupils are encouraged to check their targets regularly and to be able to identify when they have met one.

Green highlights and/or comments in red pen will inform next steps in learning.

- Evidence within a piece of work may be highlighted green to show specific examples of where there are misconceptions or errors.
- Comments in red pen are used at the teacher's discretion to further learning by: scaffolding, deepen learning, questioning or offer challenge (see examples in the appendix)
- Incorrect answers should be highlighted green. If pupils are working in pencil, they should not rub out and then correct their work. Incorrect work should remain in exercise books as evidence mistakes or misconceptions have been identified and addressed.

Teachers may decide to address a common misconception through a whole-class input at the start of the lesson the following day. Use of a visualiser to show pieces of pupils' work (with their permission), marking guides or model answers can provide useful assessment information to pupils.

4. Sharing of the Learning Questions and Success Criteria

Teachers share and display the learning question and success criteria in each lesson. Research shows that children are more highly motivated and task-orientated if they know and understand the learning intention and are given clear criteria to help them measure their success.

Success criteria describe how both the teacher and the pupils will know that they have been successful in achieving the learning question. Success criteria can be generated as part of the planning process. Involving learners in the creation of success criteria enables them to see more clearly the relevance of classroom activities.

The learning question should be written or explained in child-friendly language. It should be as concise as possible, written in a sentence or note form. Learning questions can be used instead of a title.

Pupils should write the learning question at the start of each piece of work. In the Foundation Stage and Year 1 the learning questions can be printed and stuck in each pupil's book.

Teachers may use their discretion, particularly for pupils in year 1 or for pupils with Special Educational Needs, whether additional support is given with writing the learning question. (e.g. LQ is stuck in the book or teacher/LSA writes the LQ for the pupil)

5. Feedback and Marking Symbols

Acknowledgement marking against the learning question

All written work in Core subjects should be marked using green and pink highlighters, and the school marking symbols where appropriate.

The following symbols can be used to evidence support given

WS	With support
GW	Guided work
I	Independently
VF	Verbal feedback given

Pupils RAG rate their work to indicate to the teacher how they have self-assessed their learning. The RAG ratings refer to the Zone of Proximal Development (ZPD) on display in each classroom. Teachers use the RAG ratings to make judgements on the level of challenge that may need to be adjusted in subsequent lessons.

Next step feedback can be verbal (to an individual, group or whole class), highlighted in green, or written in red pen.

To have the greatest impact on pupil learning and progress:

- Errors and misconceptions to be highlighted in green
- Any next step or improvement prompt should be linked to the LQ or success criteria
- Pupils should have “DIRT” (Dedicated Improvement and Reflection Time) at the beginning of every lesson so they can respond to feedback, edit their work or make corrections
- Dedicated editing time is built into Literacy lessons for pupils to respond to green highlighting or improvement prompts.

6. Modelling and scaffolding

Immediate feedback in lessons is the most effective assessment feedback that pupils can receive. Teachers may need to model strategies for an individual pupil or a group of pupils; pupils may need scaffolding support to be able to access a question or concept. Any scaffolding or modelling by the teacher or other adult will be evident in red pen.

7. Expectations for written next step feedback

In order to manage teacher workload, it can be effective to provide written next step marking during the lesson with the focus group that they are working with. In this way, pupils can respond directly to the comments as they are made, having a greater impact on progress and attainment.

Feedback and marking linked to Literacy and Numeracy Targets

Literacy and Numeracy target record sheets are kept in pupil's books and it is important that these are cross referenced with the evidence in pupils' books. When a pupil has achieved a target, this should be referenced in the teacher's marking comment (e.g. T1 met). The target should then be ticked off on the pupil's record sheet with the date added.

Pupils who have support plans must have their targets stuck into their Maths and Literacy books. When these targets are met, these need to be ticked and dated and referenced next to the work using SP to differentiate from the year group targets. Eg SPT1

8. Pupil self-evaluation and feedback

Self and peer-evaluation

Self and peer-evaluation feedback is an essential part of the assessment for learning process. It encourages children to become more reflective learners, who can analyse what they have achieved during a lesson and what they need to develop to make further progress. Empowering pupils to evaluate and analyse their learning is vital to develop independence.

It takes time, teacher modelling and practise for it to be meaningful. However, when done correctly it is extremely effective in enabling pupils to evaluate their learning and understand what they need to do next.

Self-evaluation at the end of each lesson:

In Key Stage 1 and 2 pupils use the Zone of Proximal Development (ZPD), Success Criteria and Self-Evaluation questions to guide their thinking. Pupils are required to reflect on their progress in each lesson using ZPD by adding R, A or G next to the Learning Questions.

Use of the Zones of Proximal Development (ZPD)

This approach helps pupils understand that they need to challenge themselves (i.e. be working within the challenge zone) in order for them to move forward in their learning. Children can reflect on which zone they are working in throughout and at the end of a lesson/unit.

Use of the success criteria

Pupils can use the success criteria to identify aspects of the lesson they did well and elements they would like to improve. This is generally used to support pupils self-evaluation of a long piece of writing. A copy of the success criteria can be stuck in pupil's book so pupils can highlight what they have done well and what they think their next steps could be.

Pupil self-evaluation

- The school has a set of self-evaluation questions that should be displayed and used in class (see Appendix). It is important that children use self-evaluation questions regularly to help them reflect on their achievements and next steps. Self-evaluation questions are displayed in the classroom.
- Written self or peer-evaluation should take place regularly in Core subjects
- All self and peer-evaluation should be completed in green pen. Pupils should write the letter "SE" (self-evaluation) or "PE" at the start of their comments.
- On the remaining days or where the task has no written outcome, self- and peer-evaluation should be completed verbally.
- Time for self- and peer-evaluation needs to be built into planning and can be done during a task and/or at the end of a lesson.
- It is important that teachers take account of pupils' evaluation and use this to inform future teaching and learning.
- Pupils may mark their own work as this is an important way of encouraging children to reflect on their own progress in the lesson and it provides them with immediate feedback.

9. Dedicated feedback and improvement time (DIRT)

Pupils should be given appropriate opportunities to respond to green for growth highlighting and next step feedback comments. Teachers must incorporate time for feedback and reflection time into planning. Feedback and reflection time may take place as a whole class, during a guided group or through one to one conferencing with a pupil. Pupils' written responses to marking must be in green pen.

The emphasis should be on the pupil evaluating their learning and finding ways to correct, improve or develop their work.

'Learning happens when people have to think hard' – Robert Coe

10. Presentation of children's work

Date: Should be written on the top right hand side of the page.

In KS1 children use the short date in all subjects except Literacy.

In KS2 use the long date in literacy and the short date in numeracy.

In other subjects (e.g. Science, History) it is at the discretion of the teacher and should reflect the task set (e.g. for a write up of a science experiment it would be appropriate to write the short date and for a piece of writing linked to creative curriculum it would be appropriate to use the long date).

Learning question or title: Should be written at the top left hand side of the page, leaving a line before starting their work.

General presentation

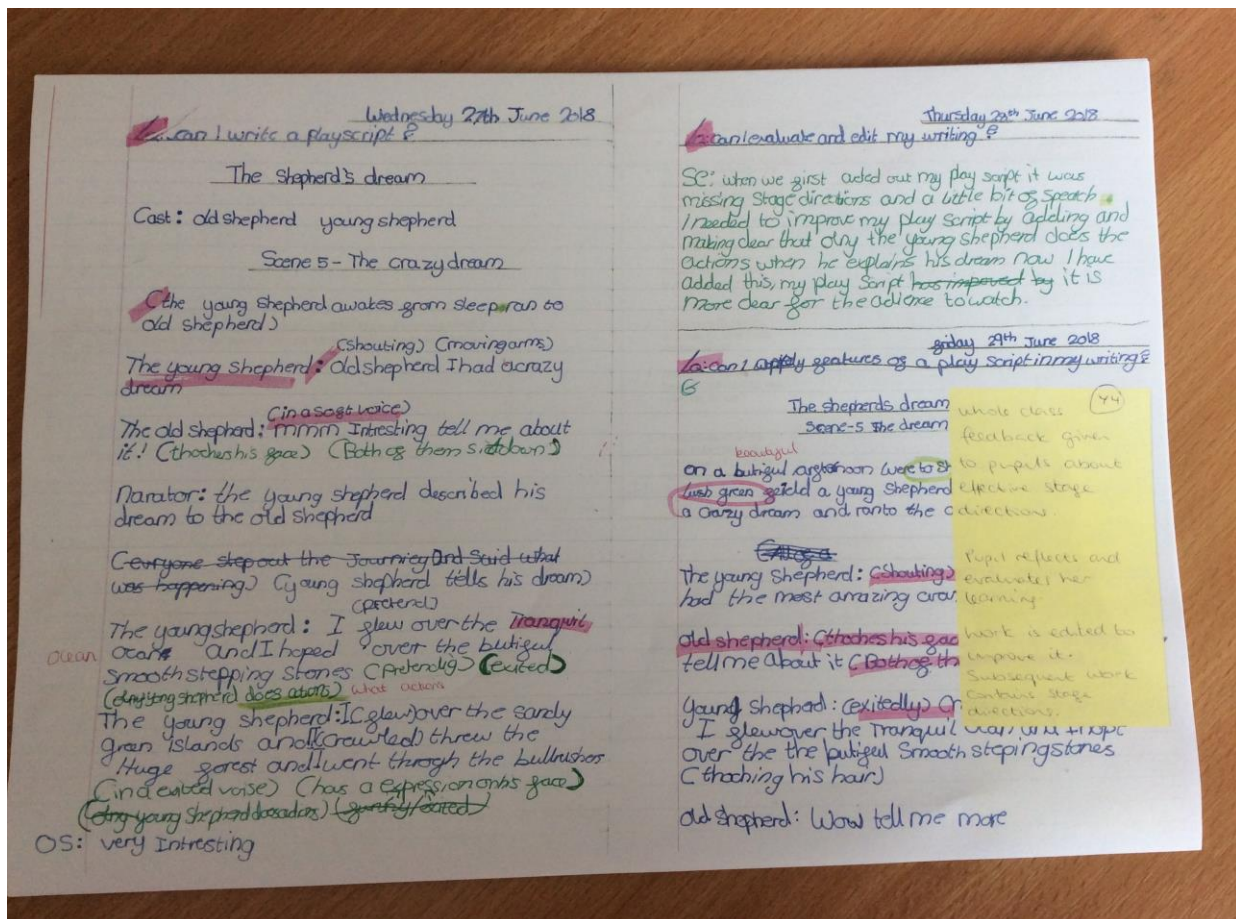
- Set high expectations regarding the way children look after their books. It is important that children's written work shows that they have pride in what they have achieved. Poor presentation can create a negative impression.
- Where presentation is not of a high standard, then it is important that teachers identify this with pupils and require them to complete the work again.
- The date, learning question and a title if there is one should be underlined using a ruler.
- For SEN children, it is at the teacher's discretion whether support is provided in writing the learning question or date.
- Teachers should model how to stick worksheets into books so that they are stuck in straight and neatly.
- Numeracy: work completed must be in pencil. All lines should be drawn with a ruler.
- Literacy: EYFS and KS1 work should be completed in pencil. If, during year 3, the teacher feels that a pupil's handwriting is developed enough, then they may
- award a pen licence and pupils can use a blue handwriting pen.
- In Year 4-6 all pupils should use handwriting pen.
- For pupils with SEN or for those who need additional support with their
- handwriting, teachers may use their discretion as to whether pupils continue to
- use pencil or use a different type of pen that supports the development of their
- handwriting.
- No doodling is allowed in or on books (including front cover and margins).

The implementation and effectiveness of this guidance will be evaluated by the Leadership Team as part of learning walks, lesson observations and pupil voice meetings.

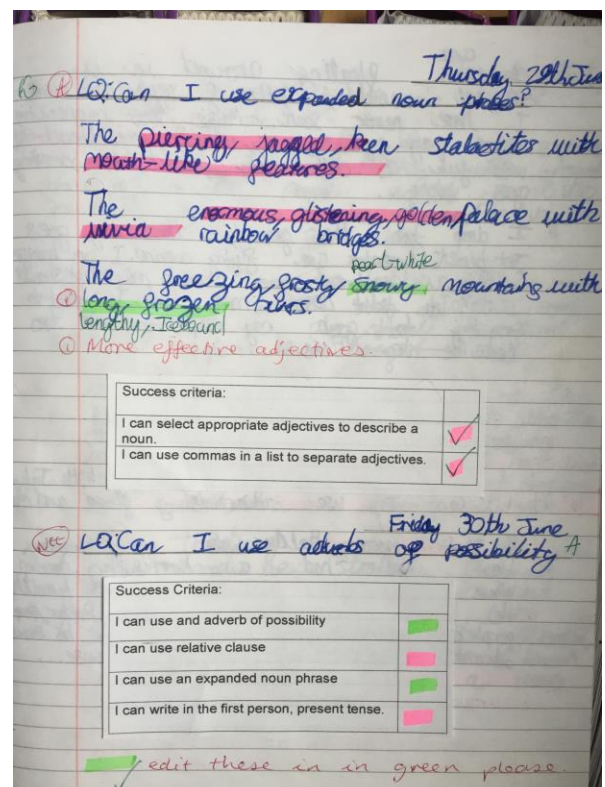
APPENDIX

Examples of feedback in Literacy book:

1.



1. Whole class feedback was given to pupils about how to write effective stage directions following the initial piece of writing. Pupils were given time to edit their work and evaluate how they had improved it. The subsequent piece of work included detailed stage directions.
2. Success criteria have been highlighted to show which have been met. Pupils will be given time in the following lesson to edit their work



Examples of numeracy marking:

20062018
LQ: Can I use bar model to

Starter

Always true, sometimes true or never true?

If I add 1 to an odd number you get an even number?

$$-23=24$$

$$1+105=106$$

$$1+1=2$$

$$1+19=20$$

$$1+107=108$$

all even num
I found out that
odd + odd =
even number

VF and
scaffolding
support pupil's
understanding of
how the bar
model relates
to addition.

18	
13	5

$$\begin{array}{r} 13 \\ + 05 \\ \hline 18 \end{array}$$

19	
15	4

$$\begin{array}{r} 15 \\ + 04 \\ \hline 19 \end{array}$$

23	
19	4

$$\begin{array}{r} 19 \\ + 04 \\ \hline 23 \\ * \end{array}$$

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	-----

$$6 + 5 = 215$$

$$\begin{array}{r} 3 + 5 = 8 \\ + 6 = 14 \end{array}$$

$28 + 5 =$

	33
5	28

$24 + 6 =$

	30
6	24

$$(NS) \quad 20 - 5 = 15$$

Support with
drawing the
bar to allow
pupil to
move forward
with the Maths.

Work the following day shows pupil is happy to attempt boxes.

can I m g g i n g n u m b e r
r o b i l i n g

1 0 1 0

$$+ \quad - \quad + \quad - \quad + \quad -$$

$$6 + 4 = 20$$

$$2 + 7 = 20$$

T6

SE: I can add using the bar model

32 - 9 = 41

41

32 | 9

SE: I can add using the bar model

34p + 6p = 40p

SE: Today I used bar models to solve 12 difficult word problems in the Amber Zone.

SE: I can't use the bar model find a missing piece.

1. Timmy went shopping. He bought 17 apples and 18 bananas. How many did he have altogether?

2. On Saturday Miss Mercer ate 29 biscuits. On Sunday she ate 14 more. How many did she eat in total?

3. There were 52 sweets. Jack had 31. How many did Sam have?

4. On the field there were 29 footballs. 2M used 22. How many did 2K use?

5. I love books! Over the break I read 78 books. I want to read 100 in total. How many more do I need to read?

Pupil finding use of bar method hard on 26.6.18

Adult scaffolds the calculation and gives VF

On 26.6.18 pupil is working independently

Pupil is finding the bar method difficult to use. The adult scaffolds the calculation and gives VF.

The pupil works independently on the following day.



How will my teacher mark my work?

Your teacher will use pink and green highlighters to shown what you have done well (tickled pink), and what you need to improve (green for growth).

They might also use the following symbols to show support given in class today:

WS	With support
GW	Guided work
I	Independently
VF	Verbal feedback given

What do I need to do?

Assess your work using:

R = red (panic)

A = amber (challenge)

G = green (comfort)

SE: self-evaluate

PE: peer-evaluate

The Zone of Proximal Development

R = red (panic)

A = amber (challenge)

G = green (comfort)

