

Feedback, Marking and Assessment Policy and Procedures

Introduction

At Fairfield Primary Academy our vision is, 'For all of our children to emerge from Fairfield as positive, independent, inquisitive individuals; with the ability and desire to make the world a better place as lifelong learners.'

We aim to achieve our mission by being inclusive, maintaining a safe and stimulating learning environment, securing outstanding learning and teaching, delivering our knowledge-enriched SHINE Curriculum, following a values-based approach (SHINE), and working with parents, carers and the wider community.

At Fairfield Primary Academy we believe that the feedback provided to pupils is an integral part of a successful teaching and learning process: its sole purpose is to further children's learning.

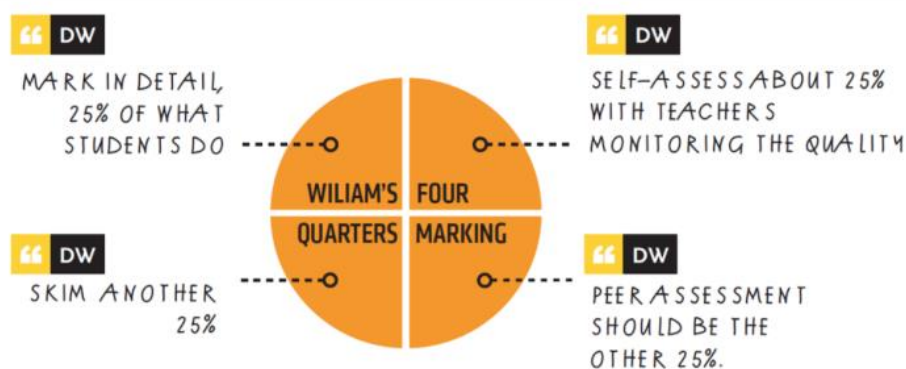
The Education Endowment Foundation has recently evidenced that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong

The Department for Education's (DfE's) expert group emphasised that marking should be 'meaningful, manageable and motivating'. This, along with research by the DfE which shows the key contributing factor to teacher workload is marking, has encouraged us, as a staff team, to create a practice that is consistent and manageable but has maximum impact on the learning and development of all our pupils.

Current research undertaken by Dylan William, a British educationalist and Emeritus Professor of Educational Assessment, says 'there is an extraordinary amount of energy expended by teachers on marking and often very little to show for it in the way of student benefit. Although feedback is one of the most effective drivers of learning, one of the more surprising findings is that a lot of it actually has a negative effect on student achievement.'

William's four quarter marking strategy is one which we believe will both address the issue of teacher workload, whilst ensuring that the children continue to make excellent progress.



The assessment of children is intrinsically linked to feedback and marking at Fairfield Primary Academy.

Assessment at Fairfield Primary Academy follows the principle that assessment information will only be accurate and valuable if it is the result of rich and immersive learning opportunities. Assessment removes the ceiling on attainment and supports children in making the next steps in their learning.

Policy Scope

This policy applies to all members of the Academy community who are involved in the feedback, marking and assessment of children's work through any of the means set out in this policy.

Policy Aims

To secure outstanding feedback, marking and assessment to enable all children to make outstanding progress.

To ensure teacher time is used effectively to maximise the impact on our children's progress.

Quality Assurance

The quality of feedback, marking and assessment at Fairfield Primary Academy will be assured by:

- Ensuring this policy is disseminated and adhered to.
- Monitoring the impact of the policy
- Addressing any underperformance in a timely manner, whether it has come to light through the monitoring procedures outlined in this policy or as a result of other Academy quality assurance mechanisms.

Roles and Responsibilities

Feedback, marking and assessment is a collective responsibility. The following section outlines the roles and responsibilities of individuals and groups within the Academy in relation to this.

The Governing Body

- The Governing Body will work with Principal and Senior Leaders, ensuring that the quality of Feedback, Marking and Assessment is accounted for.
- The Governing Body will work with the Principal and Senior Leaders to ensure that the Feedback, Marking and Assessment Policy and other policies that link to it are upheld and suitably resourced.

The Principal and Senior Leaders

- The Principal and Senior Leaders will ensure that the Feedback, Marking and Assessment Policy is disseminated and is implemented fully to ensure consistent and sustained high quality feedback and marking throughout the Academy and regular and thorough assessment.
- They will emphasise the link between this policy and our Teaching and Learning Policy.
- They will report on the quality of feedback, marking and assessment provision to the Governing Body at half-termly sub-committee meetings.

Teaching Staff

- Teaching staff will ensure they have familiarised themselves with all elements of the Feedback, Marking and Assessment Policy and understand what is required of them, seeking clarification if they are unsure.
- Subject Leaders will monitor the quality and clarity of feedback, marking and assessment through regular work scrutiny and learning walks/deep dives.
- Year Group Leaders will monitor the quality and clarity of feedback, marking and assessment through regular work scrutiny and learning walks/deep dives.

Support Staff

- Support staff will have familiarised themselves with all elements of the Feedback, Marking and Assessment Policy and understand what is required of them, seeking clarification from the class teacher, Year Groups Leader or Senior Leaders if they are unsure.

Children

Our children must:

- Have a clear understanding of the marking symbols.
- Respond appropriately to verbal and written comments in their work.

Procedures

Guiding Principles:

- The sole focus of feedback, marking and assessment should be to further children's learning.
- Evidence of feedback and marking is incidental to the process - we do not provide additional evidence for external verification.
- Written comments should only be used where they are accessible to students according to age and ability.
- Feedback delivered closest to the point of action is most effective, and, as such, feedback delivered in lessons is more effective than comments provided after the fact.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it impacts on future learning. When work is reviewed, it should be acknowledged in books. This can something as simple as a 'tick'.
- Feedback ensures that children are provided with timely and purposeful feedback that furthers their learning, and teachers are able to gather feedback and assessments that enables them to adjust their teaching both within and across a sequence of lessons.
- Any assessment opportunities undertaken – planned or otherwise - are done so with the primary purpose of identifying progress and achievement.

Strategies

Effective marking and feedback can be undertaken in a variety of ways. This can depend on the task being marked, the age of the child and individual needs of the child.

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.

Feedback at Fairfield Primary Academy is given in three different ways:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils.

At Fairfield Primary Academy, we place considerable emphasis on the provision of immediate feedback in the moment.

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> Includes teacher gathering feedback from teaching including mini-whiteboards, book work etc. Takes place in lessons with individuals or small groups Often given verbally to pupils for immediate action May involve use of a teaching assistant to provide support or further challenge May re-direct the focus of teacher or the task May include highlighting/annotations according to the marking code (Appendix 1) 	<ul style="list-style-type: none"> Lesson visits/learning walks/deep dives Some evidence of annotations or use of marking key/highlighting Improvements evident in books, either through editing or further working Use of Air-Server to support effective whole class feedback
Summary	<ul style="list-style-type: none"> Takes place at the end of a lesson or activity Often involves whole groups or classes Provides an opportunity for evaluation of learning/progress so far 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 Teacher's show their assessment through the use of a summary star in Maths and by highlighting the 'What' on the learning titles in other subjects. 	<ul style="list-style-type: none"> Lesson visits/learning walks/deep dives Timetabled pre- and post-teaching based on assessment Some evidence of self- and peer-assessment May be reflected in selected focus review feedback (marking)
Review	<ul style="list-style-type: none"> Takes place away from the point of teaching May involve written comments/annotations for pupils to read/respond to Provides teachers with opportunities to for assessment of understanding Leads to adaptation of future lessons through planning, grouping or adaptation of tasks May lead to next step targets (EBIs) being set for pupils' future attention, or immediate action 	<ul style="list-style-type: none"> 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

General guidance

- The correction of basic mistakes in work including punctuation, spelling, grammar (e.g. subject verb agreement, tenses, homophones) and handwriting is paramount and is prioritised in the Autumn term. This should be age/ability appropriate (i.e. not selecting all spelling mistakes in EYFS).
- In EYFS and Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently.
- In some cases, a marking code may be used where this is understood by pupils (see end of policy for marking code & symbols).

- Where pupils are unable to read/understand written comments, these can be shared verbally with children at the next appropriate opportunity.
- In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered i.e. when it has not been possible to provide this during the classroom session.
- In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment.
- Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.
- In most cases, written comments will be focused on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.
- Ensure that time is provided within the school day for children to respond to written comments/feedback.
- The highlighting of the Learning Intention (What) in green/orange/pink according to the success of the work linked to the LI (see marking symbols) will provide immediate feedback to the children.
- A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. In some cases, targets are clearly set out through use of the marking code and accompanying comments.

Subject specific marking

Topic books:

- Topic books will be marked according to the Marking Key.
- Note taking and plans will NOT be internally marked as these are to be used by the children only, although the Learning Title still needs to be highlighted and the work acknowledged.
- Drafts of writing will only be internally marked by a member of staff if the work is NOT going to be used as an independent piece of writing.
- Drafts of writing that intend to be used as independent will only be uplevelled by the child (purple pen).

Maths books:

- Maths journaling books will not be marked at all as these are the children's own jottings of their Maths' journeys.
- The Maths No Problem workbooks will be marked after every session, with the Learning Title starred appropriately.

Assessment

The three aspects of assessment that are used are:

Day-to-day assessment for learning: this is formative assessment- an integral part of teaching and learning: the interactions between learners and teachers within lessons that shape the next steps for improvement.
This includes use of the aeroplane sheets.

Periodic review: this includes the termly use of:
Reading and Maths Assessments
Science assessment is recorded termly on Google doc.

Transitional assessment: this is the use of summative (or summary) tests and tasks that formally recognise pupil achievement and are shared with pupils and their parents.

Statutory assessments are:

- Phonics check near the end of Year 1, with the requirement to repeat it in Y2 if pupils do not meet the required standard.
- SATs (Standardised Attainment Tasks) in Year 2 and Year 6 in Reading, Maths, Spelling, Punctuation & Grammar (optional in Year 2) which, in Year 6, are marked externally.
- Writing is assessed internally, across a range of independent pieces of work, and this may be moderated externally (at least every four years).
- EYFS Profile (Early Years Foundation Stage) Early learning Goals

Feeding Forward weekly Pupil Progress meetings allow a professional dialogue between the SLT, Year Group Leaders, class teachers and TAs to discuss the expectations and needs of the children in their class. Feeding Forward intervention sheets are used to identify which children require additional input and support.

Writing checklists are used in each year group to monitor standards in independent writing. Any areas for development are translated into individual targets and fed back into planning.

Moderation throughout school is regular and part of standard practice. Assessment – particularly in writing – is validated both within and between year groups, to ensure consistency and agreement in what constitutes EXS, GDS and WTS.

Moderation of children's work also takes place across the Spencer Academies Trust (SAT) schools at Phase Moderation meetings, Subject Lead meetings and Heads' meetings in Writing, Maths and Science.

All staff are expected to provide up-to-date data and information on the children in their class.

The data is recorded on the SAT data sheet and reviewed/updated on a three weekly cycle. The RAG document will prioritise children for intervention, but will change on a regular basis. As a result, the interventions put in place need to be flexible, not fixed for the entire year, and should respond strategically to changes. Teachers assess children on a 1-4 scale using the following coding:



















- **1:** Children who are securely on track to reach either the expected standard (EXS) or Greater Depth (GDS) or a Good Level of Development (GLD) by the end of the year through normal quality first teaching
- **2:** Children who are likely to reach either EXS, GDS or GLD by the end of the year through normal quality first teaching and small amount of attention. As a guide, the teacher has at least 80% confidence in that outcomes
- **3:** Children who have less but some chance of reaching either EXS, GDS or GLD by the end of the year but who will require considerable additional support beyond their classroom practice. As a minimum, confidence levels at the start of each term should be: 25%+ autumn term, 50%+ spring term and 75%+ summer term
- **4:** Children who are not expected to reach EXS/GDS this year, or where confidence is below the levels set for a '3'. These children should have bespoke intervention, which will continue to improve their progress within that subject. It is likely that children who are scoring below 85 on standardised tests at the end of the summer term will start as a '4' in the next academic year.

Monitoring and Evaluation

The quality of Feedback, Marking and Assessment secured by this policy will be monitored, evaluated and resourced through:

- Lesson visits
- Learning walks
- Deep Dives
- Book scrutiny
- Pupil interviews
- Progress analysis

Appendix 1- Marking symbols

Feedback		
	Well done - You have achieved the learning objective.	
	On the way – You have achieved some of the learning objective.	
	You have not achieved the learning objective so far.	
	How do you feel you have done?	
	Used with a positive comment at the end of marking	
	Up-level / Improve what is in the orange box.	
	Presentation  	
	Your teacher has spoken to you (Verbal Feedback)	
	Wow! I love this. Repeat this!	
	Oops! Your answers are incorrect.	
	Incorrect spelt word underlined. Correct parts of the word are ticked. Correct the spelling in pink pen on the line above.	
	Underlined with? This doesn't make sense, read it through.	
	Handwriting: Remember your cursive writing.	
	Punctuation Mistake	
	Start a new paragraph	
	Start a new line	
	1 digit per square	
GREEN = teacher / teaching assistant	PURPLE = Child improving work independently	PINK = Child improving work with adult input

