



ADDENDUM to Assessment, Marking and Feedback Policy due to COVID 19 February, 2021

Marking and Feedback

Where possible, teachers will ensure that marking and feedback remain as close to the usual school policy (attached) as possible. Some amendments may be necessary due to the nature of remote learning. Our expectation of teachers is:

- At least one piece of pupil work is marked in depth per day, per child, in a core subject. In depth means that the work is annotated, commented on and there is a next step for the pupil so they know how to develop further.
- All other work will be commented on and annotated where possible. Annotating includes highlighting in pink / green as per the usual school policy to show what the pupil has done well and what needs improvement.
- When a piece of writing has been completed by a pupil at the end of a writing unit, work will be highlighted, wwww (what is working well) and ebis (even better if) comments will be given to each child.
- Work will be marked and acknowledged with a comment as long as work is submitted by 3pm. The teacher cannot guarantee marking and feedback the same day if the work arrives after 3pm but the teacher will respond when possible.

Assessment

Teachers will set Google Quizzes on Google Classroom, at the end of each week to test pupil knowledge based on work covered that week, or previously covered, to aid retention of knowledge in short and long term memory.

Some end of unit tests may be presented as Google Quizzes on Google Classroom too so that pupils can show their teachers what they have learnt. This helps the teacher know what children can and can't do so that they can plan the next lot of work needed, to ensure progress is made. The school acknowledges that these assessments cannot be fully relied upon as we cannot be sure that the assessments have been completed independently when working at home.



Assessment, Marking and Feedback Policy

Date	Review Date	Coordinator
Sept 21	Sept 22	Head Teacher

We believe that all work recorded in books or in tests, must be marked or acknowledged as soon as possible after it is completed as this shows how much value we place on children's achievements.

We believe marking and feedback is an essential part of the assessment process. We aim to provide constructive feedback to every child which focuses on success and areas for improvement and is matched against learning objectives. We would like all children to become reflective learners in order for them to improve their performance.

At Hurst Hill we believe that effective marking provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do to improve and make progress. We believe that marking should be purposeful, positive, manageable, clear and consistent.

We feel it is essential to have in place a marking code that is relevant to the phase, is consistently used throughout the school and is clearly understood by the children.

Aims

Formative and summative assessment provides information to the teacher that helps them support the child to make good progress and attainment.

Marking is an integral part of the daily assessment process and should:

- Provide feedback to the pupil on their success and the next steps they have to take to improve their performance
- Indicate where the pupil is having difficulty and to prompt discussion between the teacher and pupil
- Indicate where a dialogue has taken place with the child and verbal feedback given (this is especially important with younger children)
- Inform pupils, teachers, parents and others (e.g. during moderation or monitoring of standards)
- Challenge the pupil to make further progress
- Aid future planning

Effective marking should:

- Relate directly to the learning objective of the lesson and the expected outcomes
- Provide evidence of achievement and, where possible, lead pupils to feel a sense of satisfaction and achievement
- Be immediate – a significant time gap between completion of the work and marking it makes the feedback of little interest to the children and of little relevance to their learning



- Make explicit to the child the next step in their learning
- Be taken note of by the child in a meaningful way
- Empower the child to feel in control of their own learning
- Engage the child in a dialogue between themselves and the teacher
- Motivate the child by celebrating success
- Encourage pupils to use self and peer assessment

Testing should:

- Be purposeful
- Show a teacher what each child is able to do independently
- Give teacher's useful information about a child's knowledge and skills that can help the teacher plan subsequent lessons for the child to make further progress

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- to monitor and evaluate the school's performance based on summative assessments;
- responsibility for ensuring that the school complies with all equalities legislation;
- ensured that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher and the Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure that assessment, marking and feedback is purposeful and manageable for teachers;
- monitor to ensure that marking and feedback relates to learning objectives, informs future planning and individual target setting;
- ensure consistency in marking throughout the school;
- provide supportive guidance for parents;
- analyse and take action regarding patterns in QLA data
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor and evaluate this policy
- review and monitor by regularly scrutinizing pupil's work and undertake moderation exercises;

Role of Teachers and Support Staff

Teachers and support staff must ensure:

- As part of planning effective lessons, the teacher must decide on clear learning objectives, which are not only related to the curriculum, but also the prior attainment and experience of the children. The pupils should have a clear idea of how to judge their own success at the



end of the lesson. Therefore, at the start of every lesson there should be an effective use of success criteria (layered) which should be revisited during the session to establish pupil's progress. The learning objective(s) for the lesson may be written at the start of the work by the child (or pre-typed by the teacher for the younger children) in the form of a 'Can I?' Question.

- Marking should be directly linked to the learning objective, success criteria and child's target where appropriate. Feedback can be given via written comments, marking abbreviations from the marking key.(Appx 1)
- Pupils who were .3, .4 or .5 by the end of the previous year group, and therefore, behind in their learning by up to a term and a half, will be set a weekly target, linked to a QLA or writing grid. The teacher will then mark daily to their target to accelerate progress. A target achieved stamp can be used to show when achieved, if the teacher wishes.
- All children's work needs to be marked. It is expected that teachers will target some children for more in-depth marking when required. This maybe a table group or target group if appropriate or pupils who need further assistance in order to make progress.
- Pupils must self-assess daily against success criteria.
- It is appropriate for classroom support staff or administrative staff to undertake low-level marking and input data into the teacher's record-keeping system under the direction of the teacher such as tick lists / QLAs. Low-level marking is that which has a right or wrong answer, such as spellings or maths calculations where the correct response is straightforward and a mark sheet can be provided.
- Teacher annotations of work should be consistent to avoid confusion when children progress through the school, using the agreed set of annotations for marking. These should be written in the contrasting colour of green.
- Work should be marked with pink to highlight any errors or next steps and green for success.
- Next step stamps should be used and initialed by the teacher when they have completed the task.
- All objectives that are achieved should be highlighted in green to indicate success.
- Correction of spellings should be appropriate to the spelling ability of the child, spelling rules or letter strings currently being taught, or technical vocabulary which has been made explicit during the lesson. Pupils should write these out 3 times at the bottom of the piece of work.
- Correction of errors in punctuation should be restricted to one or two (or to a single paragraph or section where there is a significant issue), related to the ability of the child and to individual writing targets.
- Maths work should be marked with a tick or dot. If there are a significant number of calculations incorrect, do not mark each one with a dot as this may be demotivating. Instead a comment should be written to acknowledge the child's difficulty in this area and should be addressed in the next lesson with the child individually.
- Exit tickets can be used to check progress at the end of the lesson, mid-point through a unit of work or at the end of a unit.
- Comments should be neat and legible and written in appropriate language to enable the child to understand and respond to what is required. They should be positive and constructive and indicate what the next step is for the child. Where a negative comment has been necessary, teaching staff need to follow the issue up so that the same comments are not seen in the books repeatedly.



- Children should be given time during the next lesson or during registration time, to take note of corrections, read written feedback and carry out any next steps set by the teacher. A next step should be set when appropriate. See Appx 2
- The teacher should make children aware of whole school guidelines for the presentation of work and reinforce them consistently.
- QLAs are completed after each test to identify individual and group areas of strength and development.
- Set termly targets for reading, writing and maths.

Role of Pupils

Pupils must:

- Read and take careful note of annotations and comments written on their work. If there is any doubt or confusion about what the next step is for their learning, they should seek clarification from the teacher
- understand that assessment, marking and feedback highlights their strengths and areas for development;
- understand the marking code which should be displayed in the classroom;
- strive to make progress towards targets indicated in their work
- strive to present work in accordance with guidelines set and ensure that they have the necessary tools available in school to do so
- be aware of / complete the next steps for improvement or targets;
- be encouraged to respond to feedback;
- celebrate their achievements and share their work with others
- self-assess against success criteria
- complete any exit tickets

Role of Parents

Parents must:

- must be aware of the school's assessment, marking and feedback policy;
- realise that assessment, marking and feedback highlights a child's strengths and areas for development;
- play an active role in helping their child to achieve targets indicated.
- encourage their child to present their work in line with school expectations
- use the marking as seen in their child's books as basis for discussion on their child's progress

Marking Code

See attached Appx 1

The marking code must be:

- agreed by all staff;
- on display in the classroom;
- understood by all pupils;
- consistently used by all staff;
- manageable

Training



Hurst Hill Primary School



We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.



Appx 1

Marking Key

	Next Step
c	Capital Letter
p	Punctuation
g	Grammar
f	Finger Space
Sp	Spelling
S	Supported
G	Guided
	Discussion
^	Missing letter or word
//	New paragraph
Pink highlight for think	Correct answer
.	Incorrect answer
HP	House Point
Green highlight for got it	



Appx 2

Next Steps to Consolidate

These simply ask for more detail or elaboration without giving any further help.

- Tell me more about photosynthesis
- Give me more detail to your answer
- Explain why you think this

Next Steps to Scaffold

Scaffolding next steps provide a learning framework for children who need more support. They give specific advice about how to improve the original answer, helping pupils to extend their present understanding and develop more complex answers:

- Tell me more about photosynthesis; what is needed? How does..? When exactly did..?
- In maths, scaffolding of the calculation to demonstrate the correction.
- Give me more detail about the importance of... For instance....
- Look at my example can you highlight the adverbs and adjectives in the sentence?

Next Steps to Challenge

These can provide further challenge for pupils who have achieved the learning objective and need a next step. The teacher uses their subject knowledge to prepare a next step challenge:

- Now try your long multiplication with HTU x TU
- Next step, try this reasoning problem
- Have a go practicing your skills in this worded problem
- Explain what techniques the author has used to hook in the reader in the opening?