

Chapmanslade C.E.V.A. Primary School

Assessment, Feedback and Marking Policy

Rationale

The effective use of assessment and feedback, including marking, is an essential part of the education process, and is key to improving pupil outcomes. The head teacher, staff and governors at Chapmanslade Primary School believe that all children can make good progress regardless of their starting point. We recognise that those pupils with the lowest relative attainment have the greatest potential to make accelerated progress to narrow the attainment gap with their peers. This policy highlights the role of assessment, feedback and marking within classroom practice, and outlines a clear framework for the expectations in our school.

Aims

This policy aims to clarify what high quality assessment and feedback, including marking, looks like in practice so that pupils, parents, teachers, school leaders and governors have a shared understanding of what to expect. This policy aims to debunk the myth that extensive written comment on work is desirable, and aims to clarify instead the importance of assessment and feedback as an on-going interaction between teacher and pupil. The primary aim of any assessment and feedback including marking is to drive pupil progress. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work. Extensive written comment on work, by teacher or pupil, should not be a substitute for quality verbal dialogue. Marking at Chapmanslade School is for the benefit of pupils, and is designed to have a positive impact on pupil outcomes; it is not for an adult audience but recognises the need for moderation and aims to assist with moderation.

Assessment

Assessment is an integral part of the practice of teaching, and is designed to inform teachers so that future planning is relevant to the needs of the class. Planning and teaching should always be driven by a thorough knowledge of where pupils are in their learning, in any subject, at any time.

This knowledge is gained through a constant cycle of assessment for learning (AfL). AfL shapes the individual feedback that will be given to pupils, and drives the pitch, pace and content of the subsequent lesson(s). AfL can come from: observing pupils; oral responses to questions; mini whiteboard responses; short answers in books or on worksheets; informal tests; formal tests; longer pieces of written work; pair or group work; pupils' presentations; homework tasks; or any other work set. The results of the constant cycle of AfL are not necessarily recorded, but help to inform a teacher's professional judgement of the achievement (progress and attainment) of each pupil.

In order to track the progress of pupils in years 1 to 6, in the core subjects of reading, writing and maths, teachers will formally record their observations on the school's data tracking system (Wiltshire Tracker) three times per year, at approximately twelve week intervals. Where particular concerns exist about a class or pupil's progress, teachers will formally record their observations on the Wiltshire Tracker six times per year, at approximately six week intervals. All judgements must be evidenced by a range of work. For writing, judgements must be evidenced in a selection of independent work across a range of subjects. EYFS judgements are also recorded three times a year.

The resulting data in Wiltshire Tracker is checked for accuracy through a number of measures: comparison against test results; moderation among Chapmanslade teachers; external moderation with teachers from other local schools or with the local authority moderators; studying the work in books; via pupil conversations; and from classroom observations

In line with the statutory expectations, all of the national checks and assessments will be undertaken at the appropriate age, and statutory reporting to parents will be carried out annually.

Feedback and Marking

Marking serves a single purpose – to advance pupil progress and outcomes – and is deliberately included within our assessment and feedback policy because it is part of a package of measures designed to move pupils on in their learning. We follow the principle that feedback should be as close as possible to the work in order to have the greatest impact.

In line with the requirements of the Teachers' Standards, teachers at Chapmanslade give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback by acting on the advice given in subsequent work. Sometimes, a teacher will expect to see an immediate response or correction as a result of his/her marking and this will be made clear on the work. At other times, there is no requirement for pupils to provide a written response to marking. When immediate corrections in response to feedback are undertaken, pupils in KS2 will use a purple pen or pencil. This will avoid ambiguity later when/if a teacher, or external moderator, wishes to make an assessment judgement on what a pupil can do independently.

Teachers will use their professional judgement to decide what feedback and/or marking is necessary. For example, pupils often embed aspects of learning by undertaking repetitive exercises (completing several sums using the same method, for example, or punctuating a series of sentences). Such work can be self or peer marked, or oral feedback from the teacher can be given to the whole class. Teachers will not record marking on every piece of work undertaken.

While inspectors (and school leaders) will consider how written and oral feedback is used to promote learning, Ofsted (or the head teacher) does not expect to see any written record of oral feedback provided to pupils by teachers. It is the impact of the overall package of feedback on pupil outcomes that matters.

In line with up-to-date guidance from Ofsted and elsewhere, Chapmanslade School expects all marking to be meaningful, manageable and motivating.

Meaningful: *marking varies by age group and subject, and by what works best for the particular piece of work. Teachers will adjust their approach as necessary, and will incorporate the outcomes into subsequent planning and teaching.*

Manageable: *marking practice is proportionate to the knowledge gained by the teacher and to the positive impact of written feedback on pupil outcomes.*

Motivating: *Marking should acknowledge effort and help to motivate pupils. It is not always in-depth, or universally positive; sometimes short, challenging comments or oral feedback are more effective. The teacher will not correct every error; pupils must take responsibility for improving their work.*

Marking Writing

Assessment, including marking, of writing, is a central requirement of the role of a teacher. Work set must include regular extensive written tasks across all relevant subjects (at an age appropriate level) so that our pupils become accomplished writers. We have no concept of “deep marking” at Chapmanslade. All work which requires written feedback should be marked in a way that (1) acknowledges effort, (2) evidences success against the learning objective and success criteria and (3) identifies what the pupil must do next to progress. All final work in books (as opposed to notes or drafts that are leading towards more substantial work) must be marked. Work must be marked as soon as possible upon completion in order to inform the next lesson, or sequence of lessons, but definitely before the book is next used again.

When a pupil has worked independently on a task, it may not become apparent that the quality of the work falls well below the expected standard until the teacher opens the book later to mark it.

Correcting is not teaching. Accepting work that a pupil has not checked sufficiently and then undertaking extensive marking detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills. Pupils must be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard. It may be appropriate to ask a pupil to repeat a task before the teacher is willing to mark it. Where several of the class hand in work which falls well below the expected standard, the class teacher will evaluate his/her own teaching input to analyse how the expectations could have been more clearly communicated. Where common errors or misconceptions are apparent, the teacher will address these in the following lesson rather than extensively correct each book.

Marking Spelling Mistakes

The teaching of spelling should not be confused with the correcting of spellings in books. Spelling is taught in all classes in line with the statutory requirements of the new national curriculum. Pupils are also taught how to use a dictionary and a thesaurus at an age appropriate level. However, we encourage our pupils to be aspirational in their vocabulary choices and this can lead to words being incorrectly spelled. It can be appropriate to acknowledge a good vocabulary choice by ticking a word that is incorrectly spelled without necessarily writing the correct spelling above or beside it. Teachers will decide when it is effective to correct a spelling and when correcting mistakes can be de-motivating for a pupil, or time-wasting for the teacher.

Where common, high-frequency words that a child should be familiar with are misspelled, they will be corrected and the pupil will be expected to write each correction out three times at the end of the piece of work.

Marking Codes

In order to establish consistent expectations across the school, uniform marking codes are used in all classes. The codes provide a "short hand" for teachers and pupils, and provide information for anyone undertaking a later evaluation of the work, for example, when moderating work in books against the data on the Wiltshire Tracker. See appendix (i) for the marking codes.

This Policy in Summary

Assessment

- is part of an on-going cycle of planning, teaching, feedback and marking that informs both teacher and pupil of where the pupil is in his/her learning and what needs to be taught or done next to ensure progress is made
- when formalised (eg on Tracker), assessment must be evidenced by a range of work

Feedback

- is dialogue or comment relating to a pupil's work which promotes pupil progress
- can and should be verbal where possible and appropriate

Marking

- is done in green (for growth), and where appropriate in pink (to make you think)
- will be seen on all final work in books (but not necessarily on drafts or notes)
- may not be seen on work in other places (eg worksheets or rough book)
- acknowledges effort with a visual sign of appreciation (eg a tick, sticker or stamp)
- is brief, relating to the learning objective and success criteria
- includes next step advice where it will have an impact
- may or may not expect an immediate written response by the pupil
- should not become a long written dialogue
- may be done by the pupil or his/her peer
- takes account of the pupil's self-evaluation
- does not replace quality verbal feedback / dialogue in the classroom

- will be done as close to the work as possible ie during lessons for immediate feedback
- will be timely and always before the book is next used
- may indicate a wrong answer or inappropriate response
- may indicate the correct answer or more appropriate response
- may not show a correction where the teacher decides to address errors to the whole class
- may acknowledge a good word choice even where the word is incorrectly spelled
- will correct common high-frequency words that have been incorrectly spelled
- uses our standardised marking code

Monitoring and Evaluation

All teaching staff are responsible for the implementation of this policy, including the consistent use of our marking codes. Implementation of this policy and its effectiveness on pupil progress will be monitored by the head teacher and by individual subject leaders; by all teachers at regular book scrutiny sessions in staff meetings; and by governors during governor monitoring weeks.

Further Reading

1. Report of the Independent Teacher Workload Review Group - Eliminating unnecessary workload around marking, March 2016
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf
2. Ofsted Inspection Handbook, August 2016
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/553942/School_inspection_handbook-section_5.pdf

Review

This policy was written in November 2016

This policy was reviewed in December 2020

This policy will be reviewed no later than January 2023