



**Archdeacon John Lewis**

**Church in Wales VA**

**Primary School**

**Assessment for learning**

**Marking and feedback policy**

Scope	This policy applies to all stakeholders of the school
Policy Adopted By	Acting Headteacher, Governing Body and Senedd Committees
Signed	<i>L M Forster</i>
Date	Autumn Term 2024
Date of Review	Autumn Term 2025

## Our Vision

In our Archdeacon family we place children at the heart of everything we do. We endeavour to create a nurturing environment where everyone feels safe, happy, loved and respected through the values of the Christian faith.

loving  
hopeful  
attentive  
learned  
curious  
faith-filled  
wise  
generous  
prophetic  
grateful  
eloquent  
discerning  
intentional  
compassionate  
truthfull  
active

At Archdeacon John Lewis Church in Wales VA Primary School, we believe that high quality, consistent and timely marking and feedback enhances children's learning by engaging the children as active participants in their learning and by providing them with personalised support and guidance. Effective feedback should provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development.

This enables pupils to become reflective learners and helps them to extend their learning by reaching the zone of proximal development between what they can currently do and what they have potential to achieve with help. Feedforward then provides challenge and guidance on the next steps of learning.

At Archdeacon John Lewis Church in Wales VA Primary School we mark children's work and offer feedback in order to:

- Show that we value their work and encourage them to do same;
- Boost self-esteem and aspirations through the use of praise and encouragement;
- Give a clear picture of how far they have come in their learning and what their next steps are on their learning journey;
- Promote self and peer assessment;
- Share expectations;
- Gauge their understanding and identify any misconceptions;
- Provide a basis for both summative and formative assessment and inform individual tracking progress;
- To create a dialogue between the learner and the class teacher;
- To inform future lesson planning.

At Archdeacon John Lewis Church in Wales VA Primary School we believe that Feedback and Marking should:

- be manageable for teachers and accessible to pupils;
- relate to the skill and knowledge progression, differentiated success criteria or individual targets (next steps) for each pupil;
- involve **all** adults working with the pupils in the classroom;
- **only the next step comments are the sole responsibility of a teacher;**

- give instant recognition and praise for achievement and clear strategies for improvement;
- allow specific review time for pupils to read, reflect and respond to marking;
- allow for response by the pupil to appropriate shorthand codes (see below).
- respond to individual learning needs: e.g. marking face to face with some and at a distance with others;
- inform future planning and target setting;
- use consistent codes across the school;
- involve pupils, where appropriate, in some marking of their own and others' work;
- ultimately be seen by pupils as a positive approach to improving their learning;
- **all marking comments should be written in red pen.**

Formative feedback codes in maths and English/literacy (including cross-curricular work) can be taken from Appendix 1 and 2.

### **Formative feedback and marking**

Marking and feedback should always relate to the differentiated Success Criteria formulated as part of the lesson.

Highlight in pink the **one or two best examples** where the Success Criteria have been achieved.

Where opportunities for improvement are identified, these are highlighted in green (Even better if...).

Alterations and improvements are made by the pupil in purple pen or pencil in the space above. Pupils in Y3-Y6 should write on every other line to allow space for corrections.

Formative feedback comments in maths and English/literacy (including cross-curricular work) can be taken from Appendix 3 and 4.

### **Making and feedback in the Foundation Years**

Comments are used as a record of achievement against the Success Criteria in the first instance, and then as the pupils' reading ability improves, to provide written feedback and feed forward for the pupils.

Pink and green highlighting is introduced to the pupils once letter formation is secure and the pupils are using known phonics within their writing.

### **Marking in maths**

After a brief time, the practitioner should read out the answers to the first few questions and the pupils self-mark in purple, ticking correct answers and putting a neat line through incorrect answers. Teachers should then ascertain who has difficulties and provide them with further support. If only a few mistakes have been made pupils should correct these in purple. Teacher to check again. Those pupils with no mistakes carry on.

When the practitioner marks the work, correct answers should be ticked in red pen and incorrect answers should have a line marked through them in red pen.

The answers that the practitioner wishes to be corrected should be highlighted in green. Not every error needs to be corrected for the child to learn from their mistakes. The practitioner uses their judgement and knowledge of the child to decide on which answers should be corrected.

The pupil corrects their work in purple pen and the practitioner remarks this work in red pen.

If there is limited understanding, this should be addressed within the lesson.

Written feedback to pupils should be from one or more of the categories of:

- explaining learning;
- demonstrating progress;
- developing conceptual understanding;
- generalising learning;
- extending learning

### **Feedforward**

Giving feedforward as pupils progress with their work against the defined Success Criteria will help them to '*close the gap*' between

where the learning is and where they need to be. Useful closing the gap comments are:

- A **reminder** prompt (e.g. 'Think of a better word than bad.' 'What else could you say about the prince's clothes?');
- A **scaffolded** prompt (e.g. 'What was the monster doing?' 'What kind of monster was he?' 'The monster was so angry that he...,' 'Change bad for a word that makes him sound more scary.')
- An **example** prompt (e.g. Use one of these words instead of bad – ferocious, terrifying, evil.). This type of prompt will begin to widen a pupil's vocabulary.

Good feedforward will state **why** changes need to take place, **where** the changes must be made, **what** the changes are and how the pupil is going to make the change.

Helpful stems include the following:

- Find...
- Check...
- Look at...
- Add...
- Place...
- Include...
- Change...
- Edit...
- Proofread...
- X is missing. Add...

**Bloom's Taxonomy** provides useful, differentiated sentence stems and questions for closing the gap comments.

Feedforward will use **working walls** for both literacy and numeracy with clear accessible scaffolds to act as the bridge to independence.

Reference to the levelled **VCOP** pyramids may also provide targeted feedforward.

### **Next steps comments/Targets**

Next step comments are used to identify targets for improvement that are achievable **within a two-to-three-week time scale**.

When the pupil has securely demonstrated achieving the target, the section of work is highlighted in yellow (Yippee yellow) and the relevant next step comment is highlighted and the date it was achieved.

Next step comments may also provide guidance on improving genre specific features in readiness for the next time the genre is visited by the class.

### **Oral feedback**

The ABCDE of Oral feedback, when done correctly, is an enormously powerful tool for moving pupils on in their learning. The following provides a clear structure to the process:

- **A** – Amazing. Highlight in pink a good example from the piece of work which meets the SC (Success Criteria)
- **B** – Better. ‘It would be even better if...’ Highlight in green where an improvement could be made
- **C** – Check. ‘Tell me what you will need to do.’
- **D** – Do it. ‘Now do it and I will come back in a few minutes to take a look.’
- **E** – Effort. Praise the effort made by the pupil once they have attempted to respond to the ‘even better if.’

This enables a mixture of social/congratulatory and formative comments to be made which value the pupil’s efforts and moves their learning forwards.

### **Self-marking and Paired Marking**

Some pieces of work are suitable for pupils to self-mark.

Other pieces of work may be suitable for self-evaluation where a pupil identifies the highest level of success criteria achieved in a piece of work.

Pupils will need to be taught how to carry out effective self and peer assessment.

**‘A Continuum of Self and Peer Assessment’ is used for further guidance on when and how to introduce these in each year group.**

Pupils will require:

- lots of modelling of how to assess a piece of writing;
- development of sentence starters for comments/ banks of comments for them to give written feedback;
- should focus specifically and explicitly on the success criteria;
- feed forward should only be given when pupils can be accurate and precise;

**The practitioner must then provide feedback/feedforward on the self or peer assessment. The work is not marked.**

### **Monitoring of Feedback and Marking Policy**

Practitioners will monitor their own use of the policy through the self-work scrutiny process. SLT (Senior Leadership Team) will then quality assure practitioners judgements and feedback to individuals or the whole staff on areas for improvement, as necessary.

We aim for a greater consistency on the marking of pupils work throughout the school and that the children and their parents have a clearer understanding of their successes and the ways in which their child's learning can be taken forward.

## **Appendix 1**

### **Symbols Code**

It is important that across the school marking is consistent and recognisable by the pupils. The symbols code should be clearly displayed in the classroom and pupils' attention must be regularly drawn to these:

// Start new paragraph

✓ Correct

N.S. Next Steps

D.C. Discussed with child

C.M. Class marked

W.W. Working wall

+1 give an extra example of...

Sp Spelling

**The following codes may be used but should not be included on the class display:**

H - Pupil required a high level of support to complete the task

M - Pupil required a medium level of support to complete the task

I - Pupil completed the task independently

- A Welsh comment should be written at the bottom of the piece of work by the practitioner in red pen.
- **All marking should be completed prior to the pupil starting the next piece of work. Pupils should be given PIRATE TIME (Respond, Review and Reflect) to the feedback from the previous lesson.**
- No more than 3 incorrect letter/number formation and spellings should be written underneath a piece of work for correction. The pupil will then write out each correction three times.

## **Appendix 2**

### **Maths marking codes**

Alongside the codes used to indicate independence levels we will insure that differentiation by input is recorded with the following codes:

- Worked example (WE)
- Practical equipment (PE)
- Working wall (WW)
- Partner support (PS)
- Repetition (R)
- Extra adult support (AS)

## **Appendix 3**

### **Examples of English/literacy feedforward prompts**

#### **Explaining choices**

- Why did you choose the underlined word?
- Why did you choose the phrase (*highlighted*)?
- Why did you make this change (*highlighted*) to your work?
- What experience helped you with that choice of vocabulary (*highlighted*)?
- What punctuation did you use to improve your writing?
- Tell me everything you know about (*adjectives, verbs, alliteration, connectives, similes, metaphors, personification, other*)?

#### **Reviewing the strategies used**

- Record 3 tips about...(eg instructional writing)
- Record what you know about (eg similes and metaphors)
- Which was the easiest/hardest success criteria to achieve and why?
- If you were to write a (eg persuasive letter) again, what would you use to help you?
- Where have you used this genre/type of writing before?

#### **Demonstrating understanding**

- Tell me everything you know about (*adjectives, verbs, alliteration, connectives, similes, metaphors, personification, other*)?
- Give me examples of ...(*adjectives, verbs, alliteration, connectives, similes, metaphors, personification, other*)?
- Tell me exactly where you could use ...(insert punctuation, question mark, comma, capital letter etc)

#### **Generalising learning**

- Where have you seen this genre/type of learning outside of school?
- Where else could you use this genre of writing in school
- Where else could you (or other people) use this genre /type of writing outside of school?
- Compare these two genres (*named from child's book*). How are they similar and how are they different?

## **Appendix 4**

### **Examples of maths feedforward prompts**

#### **Explaining learning**

- Explain the stages for finding ...  $\frac{1}{3}$  of a number, the mean?
- Which method did you use for ... "finding the difference2?"
- Which was the easiest calculation you did today? Why?
- Which was the hardest calculation? Why?
- What I knew BEFORE, AFTER, WHERE I USED THIS

#### **Demonstrating progress**

- I Know/can \_\_\_\_\_ and I can prove it by \_\_\_\_\_.
- Convince me that.....

- What do you think about this statement(\_\_\_\_\_) insert one that might be right or wrong
- • What I knew BEFORE, AFTER and WHERE I USED THIS (in class/outside of class/at home)
- Each term, what I knew or could do in (*October*), extra things I know or can do now

### **Developing conceptual understanding**

- How many ways can you...?
- Compile two questions like number...
- Devise a slightly easier/harder question than number...
- Turn sum/question... into a word problem.

### **Generalising learning**

- Devise a rule for.... Multiplying by 10
- Where could you use what you have learnt today?
- Give some helpful tips about....

### **Extending learning**

- What is the hardest calculation you can devise with an answer of .... 10, £2.32,  $\frac{1}{3}$
- Why did you use it? What method would have been a bad choice? Why did you not use....?"
- Use the inverse to check the answers.
- If you know.... What else do you know? And if you know that....
- Try this one... (a few progressive challenges on Working wall)

### **Reflecting on learning**

- Teacher: "I've done this sum. Where have I gone wrong?"
- Your question... is wrong, where did you make the error?
- Make up a problem that puts what you have learnt today into context.
- Do this calculation in two different ways, (specify). Which was easier/harder quicker/slower?
- These are some new mathematical words that I know and their explanations