



HUNDON AND THURLOW PRIMARY FEDERATION

Laying the foundations for a bright future

The Parable of The Wise and The Foolish Man
(Matthew, Chapter 7, verses 24 to 27 and the Gospel of Luke, Chapter 6, verses 46 to 49)

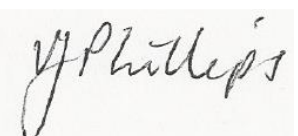
ASSESSMENT, MARKING AND FEEDBACK POLICY

NB: This policy has been discussed and considered for equality giving consideration to the protected characteristics ~ gender, age, race, disability, religion or belief, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy or maternity and any other recognised area of discrimination.

Revised and Updated: SUMMER 2022

Date of next review: SUMMER 2024

Signed:  **Headteacher**

Signed:  **Chair of Governors**

At Hundon and Thurlow Primary Federation we use assessment as the means of providing information about each individual pupil's experience and achievement, which identifies and guides the direction of their learning. Assessment is making valid judgements about teaching and learning, so that each pupil can be aided to reach their personal highest standard.

AIM: To provide each child with accessible, applicable and explicit feedback on their work in order that they know how they have done in achieving the learning intention(s) and their next steps to move forward in their learning.

Purpose

The audience for whom marking is done is primarily the children:

- ✓ To involve the children in reviewing and assessing their own work.
- ✓ To help the children understand the marking criteria; which will usually refer to the learning objective.
- ✓ To make the children aware how well they have understood the learning objective (LI).
- ✓ To make the children aware of how they could improve their work.
- ✓ To set targets for learning and identify the next step for the learner.
- ✓ To give praise and a sense of achievement.
- ✓ To provide encouragement and promote confidence in what they can do.
- ✓ To promote dialogue between teacher and pupil.
- ✓ To acknowledge the children's efforts and motivate them for the future.
- ✓ To help the children see themselves as learners and appreciate the progress they are making.

For the teacher:

- ✓ To check / monitor the children's understanding.
- ✓ To check / monitor the quality of the children's work.
- ✓ To provide evidence of attainment and to assist in moderation / assessment of work.
- ✓ To assist future planning.
- ✓ To help teachers carry out reflective practice in how effective was the learning / progress from the work provided.
- ✓ To aid target setting.

For parents:

- ✓ To enable parents to review progress.
- ✓ To aid reporting to parents.
- ✓ To enhance the partnership between parents and teacher.

For others:

- ✓ To provide evidence of attainment.
- ✓ To aid moderation process.
- ✓ For inspection purposes.

The following principles, agreed by the teachers, for marking and assessment:

- ✓ The Learning Intention (LI) will be shared with the children at the start of every lesson and clearly displayed in their books, this might be using stickers.
- ✓ The success criteria / steps to success, which may take the form of a toolkit, will be shared with the children before they begin their learning. This is also displayed on the IWB throughout the lesson and referred back to (along with the LI) throughout the lesson.

- ✓ For each lesson, there are differentiated challenges. This addresses the needs of different ability groups. There is a strong focus on 'moving their learning on' to the next step and these achievements are celebrated through verbal feedback and marking feedback.
- ✓ We provide opportunities for children to self-mark and self-assess, including using a traffic light system. The children do this during the session and after they have finished their learning which tells us how confident they feel in their independent work. Self-evaluation stickers, predominantly in Maths, will indicate how children are feeling about their learning in a particular lesson or with regards to a particular topic.
- ✓ The teacher highlights what the children have achieved in **pink** pen using stars to celebrate good work and wishes to provide next steps for the children to move their learning on with significant pieces of work as the teacher feels necessary. Teachers are encouraged to undertake this marking 'live', during the lesson with the child alongside. There should be a balance of stars and wishes used when marking and significant pieces of work must be assessed in this way. Stickers and stamps will also be used to encourage and provide feedback.
- ✓ Children are given time to respond to their wishes. This should be done at the start of the next lesson, using a **purple** coloured pencil or pen for editing and after proof-reading. The children will use **green** pencil or pen when they are self-marking. (Teacher follow-up to purple / green child marking will be done in another colour pen.)
- ✓ As teachers mark they use the children's work to inform their planning for the next session. Plans will be annotated and altered to address the specific needs of the children.
- ✓ Marking outcomes generate 'now' steps for learning as well as 'feed into' our assessment which then provide information for our three assessment points during the academic year and the associated Pupil Progress Meetings (PPM.)

Self-evaluating questions are used to encourage pupils to think about what happens when we are learning

These can be used in throughout the lesson and should be linked to the LI. Pupils will be given choices to answer; otherwise they tend to give mono-syllabic answers. Often these questions may be used in pairs / threes / groups / with learning support colleagues. Colleagues will use 'do you think' to involve the pupils more and make them think. Thinking time will be given to allow children to process and consider their answers, (research has shown that on average pupils need 5 seconds uninterrupted thinking time.)

- "What did you find easy about learning to....?"
- What are you most pleased with about learning to....?"
- What really made you think/did you find difficult while you were learning to...?"
- "What helped you when something got tricky about learning to...?"
- "What do you need more help with about learning to..?"
- "How would you do things differently next time, now you know what you know now....?"
- "What can you do now that you couldn't do now....?"
- "What have you learnt that is new about....?"
- "How do you think we can use what we've learnt today and in the future?"
- "How would you change this activity for another group/class who were learning to...?"

We are aiming to develop a culture in our classrooms which encourages thoughts like "Great, this is making me think." and not "This is easy!" We encourage the children to apply the following approach to helping themselves and their learning:

- Don't worry or panic; difficulty = new learning
- Read again, think it through
- Ask a friend, see how they have got on so far
- Use class resources ~ working wall, number squares, dictionaries etc.
- Ask an adult

APPENDIX 1:

Agreed format for written feedback

1. Share LI and success criteria / steps to success, which may take the form of a toolkit, with the children at the beginning of each session. Ensure it is visible and referred to both throughout.
2. When marking highlight examples of the success criteria being met. Use a symbol or a highlighter pen as appropriate.
3. All pieces of work will be acknowledged. This may take the form of a simple statement acknowledging what has been done well, a tick, a symbol and/or a sticker in coloured pen.
4. Significant pieces will be marked in depth with stars linked to the LI and SC and wishes, including straightforward suggestions, no more than three (wishes) in order that the child can make a small improvement to their work.

N.B. In our younger years, (Reception and Key Stage One,) marking is frequently verbal and the VF symbol will be used. Where written feedback is provided teachers will ensure they model the required writing style and read the feedback to the child.

Agreed format relating to symbol use

1. Mark no more than three spellings in any one piece of work in Key Stage One and no more than five in Key Stage Two, (less as appropriate to ability / dependent on focus)

When marking spelling mistakes opportunities to self-correct will be given. For example, the symbol 'Sp' near the error / in the margin. The child needs to use purple pen to correct the identified mistake. (As appropriate to ability / dependent on focus)


2. Mark no more than three punctuation errors in any one piece of work in Key Stage One and no more than five in Key Stage Two, (less if appropriate to ability / dependent on focus)

When marking grammar mistakes opportunities to self-correct will be given. For example, the symbol 'P' near the error / in the margin. The child needs to use purple pen to correct the identified mistake. (As appropriate to ability / dependent on focus)

NB: Phonetic spelling attempts will be celebrated, particularly in Key Stage One, and marking must be linked to the LI and not secretarial.



Our Feedback Codes

Sp	Spelling
P	Punctuation
WC	Word Choice
T	Tenses
MW	Missing Word
●	Check (Maths)
C	When corrected (in purple)
[New paragraph
VF	Verbal Feedback
T	Teacher supported work
TA	TA assisted work
I	Independent work
★	Star
	Wish


APPENDIX 3:

Key Stage One Writing 'Musts'

- ✓ LI (Learning Intention) & date in full
- ✓ Finger spaces
- ✓ Best handwriting - all the correct size on the line
- ✓ Full Stops ! and ?
- ✓ Capital letters for names and start of sentences
- ✓ Spell common exception words correctly
- ✓ Think sentence, say sentence, write sentence
- ✓ Read to myself what I have written:
 - Does it make sense?
 - Have I missed out punctuation or words?
 - Could I make any better choices?



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★	Star
	Wish

Key Stage Two Writing 'Musts'

- ✓ LI (Learning Intention) & date in full
- ✓ Best, joined up handwriting
- ✓ Spelling mostly all correct
- ✓ Use and spell correctly subject specific vocabulary
- ✓ Full stops and capital letters always correct
- ✓ Punctuation - ! ? "" , ' ; : used correctly
- ✓ Write at length but with thought
- ✓ Paragraph writing is accurate
- ✓ Read to myself what I have written:
 - Does it make sense?
 - Have I missed out punctuation or words?
 - Could I make any better choices?

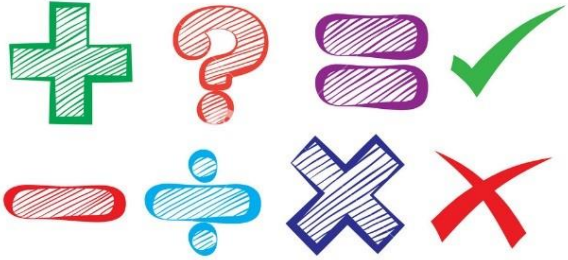


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APPENDIX 4:

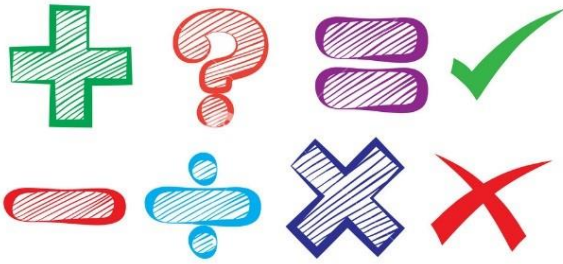
Key Stage One Maths 'Musts'

	<ul style="list-style-type: none">✓ Digits formed correctly✓ One digit per square (squared paper)✓ Diagrams drawn in pencil and a ruler used✓ Use and spell subject specific vocabulary correctly where appropriate, i.e. circle✓ Check your answers, look for mistakes✓ Coloured pen used for corrections
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★	Star
	Wish

Key Stage Two Maths 'Musts'



- ✓ Numerical date written
- ✓ L.I. (Learning Intention) written
- ✓ Margin drawn with a ruler
- ✓ Diagrams drawn in pencil and a ruler used
- ✓ Digits formed correctly
- ✓ One digit per square
- ✓ Use and spell subject specific vocabulary correctly where appropriate, i.e. triangular prism
- ✓ Check your answers, look for mistakes
- ✓ Independent challenge identified, e.g. HOT or SPICY
- ✓ Coloured pen used for corrections
- ✓ Different coloured pen used for marking
- ✓ Self-evaluation used ● ▲ ■

Our Feedback Codes

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APPENDIX 5:

EXPECTATIONS / NON-NEGOTIABLES

Timetables: Reception & KS1

- Phonics daily using the Federation schedule;
- Sessions across the week to include reading, guided reading, grammar*, handwriting in groups;
- Daily English Session ~ whole class inputs linked to English learning, including writing which should be linked to the Curriculum Maestro class text;
- Maths Meetings 3x weekly;
- At least one teacher-led & one adult-led session during a week for English and Maths as well as phonics;
- Look for opportunities across the week for challenge, development of independence and continuous provision.

Timetables: KS2

- Spelling Sessions x3 weekly, as part of skills session carousel, whole class input, independent activities to reinforce;
- Daily English Skills sessions for all children, to include reading, guided reading, grammar*, handwriting in groups / individually as necessary; Grammar element should include two specifically grammar focused sessions of 20/30 minutes each week; these could be extended starters, discrete sessions or linked to specific English learning and reinforced within the skills carousel;
- Daily English Session ~ whole class inputs linked to English learning, including writing which should be linked to the Curriculum Maestro class text;
- Daily Maths Session ~ whole class inputs as well as use of White Rose and Flashback 4.

*Look at the grammar sequence on 'Grammarsaurus' to see what hasn't been covered and prioritise these gaps for the summer term. You may need to look at the previous year also. There will be a Federation schedule for September.

PRIORITISE MATHS AND WRITING 'MUSTS' ~ VISIBLE IN CLASSROOMS / ON DESKS / IWB INPUTS / IN BOOKS

Planning

Maths Planning (White Rose)

- LI (Learning Intentions as per Curriculum Maestro) accessible by all;
- Steps to Success (Success Criteria) should be verbalised & visible in the sessions not necessarily in their exercise books;
- Differentiated Challenges ~ mild, medium, hot, spicy (a minimum of 3 ways must be adhered to);
- Learner Group Information should be accessible in the classroom & familiar to all adults;
- LSA Direction ~ if questioned an LSA should know who they are supporting, how and why.

(IWB Notebooks could be planning as long as they include or are annotated with the above)

English Planning (Curriculum Maestro generally but supplemented by CLPE and Literacy Shed resources)

- LI (Learning Intentions as per Curriculum Maestro) accessible by all;
- Steps to Success (Success Criteria) (related to the 'big' pieces of writing not for every lesson) ~ see example;
- Differentiated Challenges ~ mild, medium, hot, spicy (a minimum of 3 ways must be adhered to);
- Learner Group Information should be accessible in the classroom & familiar to all adults;
- LSA Direction ~ if questioned an LSA should know who they are supporting, how and why.

Skills Session Planning to include guided reading; include focus & refer to relevant VIPERS; & NC Objectives referred to in Curriculum Maestro for reading could be used ~ questions, paired reading etc... to be identified and differentiated challenges for KS 2 evident. Please refer to grammar specific to coverage, even if

it is 'out of sync' as we know why. Use of carousel approach recommended. Planning format as before or as your preference. Handwriting needs to be taught in small groups only.

NB: SPaG ~ gaps prioritised for coverage in skills sessions and English sessions as necessary. Will be priority from Reception up from September with a Federation schedule to follow.

Use of self-evaluation (by pupils) should be reintroduced if not already. Stickers as discussed and used previously for Maths and English **should be in use in the summer term.**

PPA Planning ~ consistent Federation approach ~ needs to be consolidating / reinforcing and not 'new'; Important PPA is part of a sequence rather than 'stand alone' sessions; helpful to be responsible for the delivery of a series of lessons so have ownership continuity, e.g. spelling / grammar / arithmetic follow-up sessions, a series of music sessions, BRAVE lessons etc..

BRAVE Planning using new Emmanuel planning and resources

- LI (Learning Intentions as per Curriculum Maestro) accessible by all;
- Differentiated Challenges ~ mild, medium, hot, spicy as much as is possible ~ remember we need to be challenging our most able;
- Questioning (as per Emmanuel Project).

THEMED LEARNING ~ CURRICULUM MAESTRO

- Children must understand the topic is merely the theme of their learning (the umbrella)
- Children must be clear on the subjects/s they are learning ~ Geography / History / DT / Art / Music etc...
- SUBJECTS SHOULD BE CLEARLY IDENTIFIED with front covers and knowledge organisers evident and in use
- **Opportunities for fictional and non-fiction reading & writing should be actively sought as part of themed learning:**
- Opportunities to write formal letters, diaries, reviews, adverts, interviews, story extracts ~ endings / beginnings, for example, don't forget the various genres which may lend themselves to different 'topics' well;
- Opportunities to write explanations, persuasive pieces, instructions and procedures, discussions or balanced arguments and non-chronological reports form part of themed learning from Curriculum Maestro;
- 'TOPIC's should include a minimum of two pieces of writing, more if the 'topic' extends across a full term;

NB: CURRICULUM MAPS ~ will be further updated with greater detail related to subject learning & identifying specific writing types which will be covered within that theme with resources from Curriculum Maestro. We will have staff meeting time to do this next term for the next academic year's themes.

Other Subject Areas*

- LI (Learning Intentions as per Curriculum Maestro) accessible by all;
- Differentiated Challenges ~ mild, medium, hot, spicy as much as is possible ~ remember we need to be challenging our most able;
- Learner Group Information;
- LSA Direction.

SCRAPBOOKS ~ **put a label in to explain the absence of recent learning and start using if you haven't already.**

SEND

- Pupils identified with SEND have new format Pupil Support Passports;
- Pupil Support Passports include recent photographs, are dated and reviewed termly as a minimum;

- Broad area of support will be highlighted;
- Targets will be specific and include small steps to close the identified gaps;
- Pupils identified with SEND **must** be allocated time / intervention on your class learning support timetable;
- Copies of reviewed & new passports should be added to the SEND Passport folder (yellow);
- Ensure electronic copies are stored in the SEND folder on the staff shared drive as the child's name and date, e.g. **Edward B Spr2021**
- **Planning must reflect specific provision for these pupils** ~ we get 'extra' funding for these pupils so they should be regularly receiving 'above and beyond' what everyone in the class is in receipt of.

LEARNER GROUPS

- Pupils identified in receipt of PP Funding should be identified within planning;
- Pupils identified with PP Funding must be allocated time / intervention on your class learning support timetable;
- Pupil identified as 'MA' (More Able) are demonstrably catered for within the planning through the differentiated challenges and it is evident in the exercise books
- Pupil Support Passports ~ these may be used to support pupils; targets will be identified for the individual / group and time will be allocated on your class learning support timetable as appropriate;
- Planning must reflect provision for PP and MA pupils ~ challenge evident ~ questioning / task / group etc...

INTERVENTION TIMETABLES SHOULD INCLUDE PASTORAL AND LEARNING SUPPORT

Organisation of Learning

- LSAs are given direction;
- LSAs contribute effectively to learning at all times. In the main teaching sessions, LSAs will be supporting children ~ individual & groups;
- Groupings are used to suit the class / skill focus / needs;
- Children in EYFS / KS1 to remain on carpet for no more than 20 minutes at a time – teacher talk generally is no longer than 20 minutes.

Teaching Sequences (expectations)

- Use of modelling;
- Use of paired / partner work is 'part of routines';
- Opportunities for guided groups for shared writing (adult-supported) / guided writing (adult-led) will feature heavily, particularly this coming term as the children need the support to get their writing 'back on track' in lots of cases;
- Talk partners;
- Independent & individual learning.

Behaviour for Learning ~ important to rebuild stamina, resilience, auditory and kinesthetic skills

- All adults in lessons have high expectations in the way children talk, sit and behave in their learning; **Children should be sitting still and listening during learning input or when someone is saying something**. There should be no talking over people and no fussing, including at points of transition;
- Noise levels – appropriate for the task – calm and quiet classrooms and 'appropriate' noise levels for collaborative learning;
- 'Face the Speaker' is encouraged - child or adult, both important.

Learning Environment

- Values are displayed prominently (and referred to);
- Should include displays for Maths, English, BRAVE / reflection, Theme and Phonics in EYFS / KS 1;
- Timetable for the day should be present, whether on the IWB, written, visual etc...;

- All classrooms should include a book area;
- All classrooms to have a 'reflective space' - could be combined with book area;
- All displays are well presented and have labels that explain the learning, questions for further learning and contain pupil work and reflections as appropriate. High quality learning at all times.

Presentation of Work

- Presentation needs to be priority - use the resources given previously linked to expectations (from Elveden) (Books started this term will go through as part of a 2-year cycle.)
- Pencils in all books - until handwriting is secure;
- Use of coloured pen for marking and feedback comments (purple pen for polishing and green pen for children to respond);
- Presentation must be of the highest standard in all areas of the curriculum. Writing should be as high in quality in History as it is in English;
- Rubbers will be used sparingly;
- Use of rulers for diagram, underlining dates, titles and margins;
- No doodling on/ in books;
- Exercise books are labelled;
- Exercise books are valued by all & represent an opportunity to 'showcase' the children's work;
- Worksheets are used with consideration & sparingly; where they are used they are trimmed and stuck in books, straight & neat.

Assessment, Marking & Feedback covered in the relevant policy

APPENDIX 6:

Examples of feedback prompts which require responses

Writing Prompts	Maths Prompts
Read your work – can you add... (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add...(your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where the calculation/ process needs to be changed?
How could you check this?	How could you check this?
Now try these... (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these... (extension questions/Consolidation questions)
If the answer was What could the question be?	
Is there another way you could write this information (highlight sentence)?	Is there another way you could do this?
Can you find a way you could write this in a shorter sentence?	Can you find a quicker way of doing this?
Finish this sentence:	Finish this sentence: (Explaining work)
Fill in the blanks:	Fill in the blanks: $2 + 6 = 6$
Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Boom! This sentence by adding	
Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.	Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.
Tell me ... that have ...? Tell me two sentences that have adverbials.	Tell me ... that have ...? Tell me two numbers that have a difference of 12.
What ... would you use to...? e.g. What word would you use show me what the character is feeling?	What ... would you use to...? e.g. What unit would you use to measure the width of the table?
What are the ... ? What are the ... of ... ?	