Feedback, Marking and Assessment Policy

Greenacre School

VERSION CONTROL BOX	
DATE OF REVIEW	**June 208**
OVERVIEW OF CHANGES	
Updates to the support codes. Taken away the common language framework (this is now replaced by the engagement profile language as part of the A Curriculum)	
DATE OF NEXT REVIEW	**June 2019**
REVIEWER	**M Harper**

Rationale

At Greenacre School we believe that pupils' learning is a vital part of helping them to be as independent as possible.

We strive to provide meaningful experiences that not only give learning a context and wider meaning, but also engage and challenge our pupils.

Our expectations of every learner are high and we expect them to make the best possible progress, whatever their background, circumstance or learning difficulty.

The critical purpose of feedback, marking and assessment is to move learning forwards.

This has the key elements of:

- highlighting and celebrating success to promote self-esteem and boost aspirations;
- supporting progressive improvement;
- identifying next steps in learning.

This rationale must be clearly understood and consistently applied for feedback and marking to be truly effective and meaningful as a tool of ongoing and continuous assessment.

Aims

We believe that the greatest motivational benefits and progressive improvements will come from focusing feedback and marking on:

- the qualities of the leaner's own work, in relation to the **Planned Learning** and **PLMs** targets, and not on comparison with other children;
- specific ways in which the learner's work could be improved, and crucially, being given the opportunity to do so;
- improvements that the learner has made compared to his/her earlier work.

We want our pupils to develop as independent learners wherever possible, with an awareness of their own strengths and areas for development. Therefore, it is essential that:

- feedback and marking forms an informative and accessible dialogue with clear teacher, teaching assistant and pupil roles;
- clear provision is made for opportunities to reflect and act upon improvement comments, thereby moving learning forwards;
- improvement is cyclical, valued and clearly evidenced;
- the learners are made aware of **Planned Learning** and of the success criteria that their work will be assessed against;
- the learning needs of individual children are understood and work is matched and assessed appropriately;

- feedback is linked directly to **Planned Learning** and pupils' specific **PLMs** targets;
- feedback is given sensitively and teachers/teaching assistants are aware that self-esteem is the most significant factor in being a successful learner;
- achievements are linked, so that each builds confidence in future goals;
- for pupils with complex communication needs, feedback should be presented to them in a way they are able to access with opportunities to undertake next steps being explicit to their needs.

Principles of Quality Marking and Feedback

Effective feedback and marking should:

- involve all adults and pupils;
- follow the requirements outlined in this policy to ensure consistency across school;
- use positive language to recognise, encourage and reward the learner's effort and achievement and celebrate success over time;
- provide an accessible dialogue between the teacher, teaching assistant and learner with clear, appropriate feedback about the strengths of their work and next step specific, clear ways forward for development;
- improve learners' self confidence in self-assessment, where appropriate, and help them to set future targets for the 'next steps' in their learning;
- give pupils a clear picture of how well they have met **Planned Learning** or **PLMs** targets;
- be pupil friendly and will ensure the use of age and ability appropriate vocabulary;
- enable teachers to reflect and identify pupils who need additional support/challenge thus, informing future differentiation;
- help pupils to develop an awareness of the standards they need to reach in order to achieve particular targets;
- provide evidence of assessments made and help moderate the interpretation of assessment or accreditation criteria;
- involve parents more directly in reviewing their child's progress and help in reporting to parents;
- celebrate and reinforce expectations;
- be neat, legible and promote high expectations around presentation and correct grammar, punctuation and spelling;
- inform future planning;
- be timely, time efficient and manageable for all staff.

Best Practice

Wherever possible, feedback and marking takes place with the learner, in lesson, and is shared as immediately as possible.

At Greenacre School, we value verbal and written feedback equally in moving learning forwards.

Verbal Feedback and Recorded Verbal Feedback

This means discussion about the learning with the pupil. It is the most valuable form of feedback for **all** children (regardless of age or ability) as it is immediate, focused, personal and readily extended or adapted as a dialogue. The quality of thinking can be higher if it is verbal. It also allows for interaction between the learner and the teacher or teaching assistant and, where appropriate, between peers. It can lead to immediate steps towards progressive improvement, especially where questioning is targeted and specific.

It may take place with a focused group or an individual, and be either spontaneous or planned for.

Verbal feedback can be used as formative or summative assessment and may be used alongside **The Success and Improvement Method, Assessment for Learning Techniques and The Learning Support Codes.**

For some pupils, this will be the only suitable form of assessment, marking and feedback. This can be supported with **Seesaw**, Makaton, symbols, images, objects of reference or by demonstration.

For pupils who have more severe and complex needs, where learning is not on paper, evidence of learning should be recorded by alternative methods such as photographs and videos using **Seesaw**. **Planned Learning** should still be shared and evident, discussed in an appropriate way, with achievements and areas for development recorded using **Seesaw, PLMs and The Learning Support Codes.**

Written Feedback and Quality Marking

This means providing written corrections, comments and targets (see **The Success and Improvement Method**) for pupils who have word reading and comprehension reading abilities that enable them to read, think, understand, reflect and respond with a degree of independence.

This can take the form of identifying errors and modelling corrections for example, a mathematical process like bus stop division or spelling rules for adding –ing.

This will also be formative or summative feedback relating precisely to learner's progress towards the specific **Planned Learning** (or assessment outcomes) for the lesson (or the summative assessment). We will use **The Success and Improvement Method, Assessment for Learning Techniques, & Support Codes** to provide effective, quality marking.

They will:

- be positive and celebrate effort and achievement;
- relate to **Planned Learning**, assessment outcomes and specific pupil targets on **PLMs**;
- indicate specific and clear next steps for improvement;
- be supported with time and opportunities for reflection, engagement and demonstration.

Methods

The Success and Improvement Method

Bubble and Block, Seesaw, PLMs

As a school, we agree to use **The Success and Improvement Method**. This will be for all pupils but will take place in a personalised and differentiated way dependent on pupil ability and/or style of learning. This will either be verbal feedback evidenced through video or photograph (**Seesaw**) or it will be written feedback (**Bubble and Block**) to be accessed and actioned by pupils with more communication and literacy independence. All pupils will be involved. After summative assessment and data reporting, this will inform targets on **PLMs.**

During a lesson or for a summative task, assessment will take place against the **GP OP Planned Learning**.

Verbal feedback, evidenced through photographs and videos, will be provided as follows:

- Capture the learning and the live feedback in a photograph or video on **Seesaw.**
- Write 'teacher only' notes to show 1 or 2 places where the learner has successfully demonstrated an understanding of aspects of the **Planned Learning** and this should be accompanied by **The Learning Support Code.**
- Write teacher only notes to show next steps relating to their **PLMs** or future learning as presented by the class teacher. A question or suggestion may be written to help the teaching assistant and the learner know how to make the specific improvement.

Written feedback and quality marking will be provided as follows:

- A green pen is used to create a **bubble** to show 1 or 2 places where the learner has successfully demonstrated an understanding of aspects of the **Planned Learning** and should be accompanied by **The Learning Support Code.**
- A pink pen is used to show next steps in a **block**. A question or suggestion may be written to help the learner know how to make the specific improvement.
- Some pupils may be able to identify bubbles and blocks for themselves.
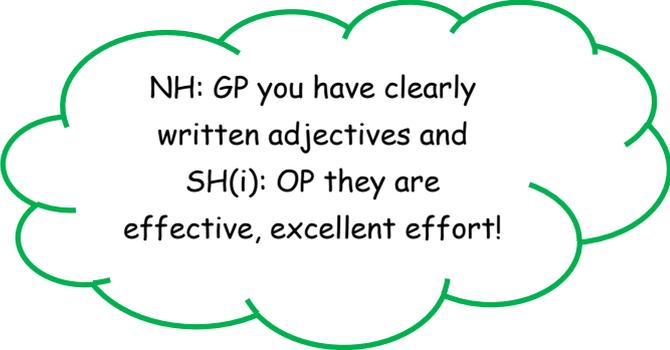
NH: GP you have clearly written adjectives and SH(i): OP they are effective, excellent effort!
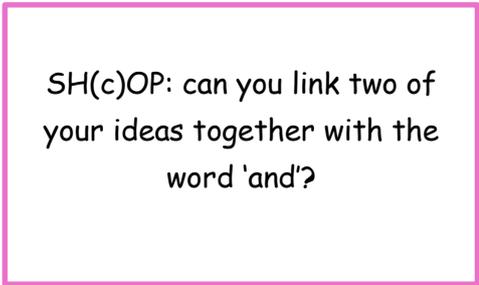
SH(c)OP: can you link two of your ideas together with the word 'and'?

For verbal feedback evidenced through photographs and videos, and written feedback and marking:

- Opportunities to undertake next steps should be immediate or planned for.
- Opportunities should be given for these points to be shared, reflected upon and developmental action taken and evidenced (if written, using green pen; if not, on **Seesaw**).
- **Periodic Summative Assessment,** such as tests, mock exams or big writes marked by the teacher, will also use the **The Success and Improvement Method** to feedback to pupils and will inform **PLMs** targets.

<u>Non-written work</u>

Where learning is not on paper (speaking and listening, physical numeracy, outdoor learning, community based etc.), evidence of learning should be recorded with photographs and videos (**Seesaw**). **Planned Learning** should still be evident and discussed in an appropriate way according to the needs of the pupils, with achievements and areas for development recorded using **The Success and Improvement Method (Seesaw) & The Learning Support Codes**.

<u>Assessment for Learning Techniques</u>

As a school, we agree to use **Assessment for Learning Techniques**. This will be for all pupils. **Assessment for Learning Techniques** should increase learner independence and move towards No Help, continually assess understanding and confidence throughout independent work and assess level of challenge and progress made towards **Planned Learning.** A frequently used and best practice example of this is at Greenacre School is traffic lights which may be used in many ways, for example:

- laminated traffic light colours on desks for continual assessment where pupils independently display a colour relating to their confidence or understanding;
- mini-plenary where the teacher assesses progress towards **Planned Learning** by asking for a colour (move towards a colour position in the room, choose a tiny coloured sticker and place it at the current position of written work, place their small laminated face on the appropriate colour of a larger group/table laminated traffic light);
- plenary progress task, ticking or sticking the right colour at the end of a task, to be completed alongside **The Success and Improvement Method** feedback, when discussing how much progress did you make towards today's **Planned Learning**?

There are many other creative and useful **AfL Techniques**: plenary pies, pit stop plenary packs, thumb tools, ladders of learning, learning journeys, progress trees, community criteria charts, exit passes, random name generators for targeted questioning etc. Successful **AfL** involves everyone and will be evident through its ability to support independence and progress for the individual learner.

Learners with more complex communication needs may require teachers and teaching assistants to support through discussion, for example, their traffic light colour choices.

Where possible, all pupils should use **Assessment for Learning Techniques** independently to **self-assess**, and for pupils with the highest literacy/communication achievements/skills, to **peer assess.**

NH = No Help, student can achieve independently

SH = Spoken Help/Signed Help - student is helped by spoken or signed suggestions

(C) Continuous   **(I)** Initial   **(O)** Occasional

GH = Gestural Help, student is helped by signed or gestural prompts
(I)   (C)   (O)   as above

PH = Physical Help, student is helped to move by an adult e.g. lightly supporting at the elbow.
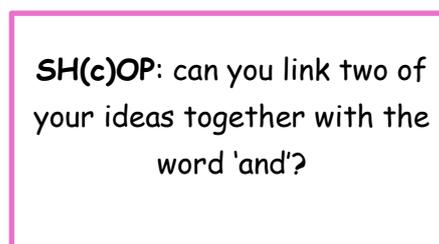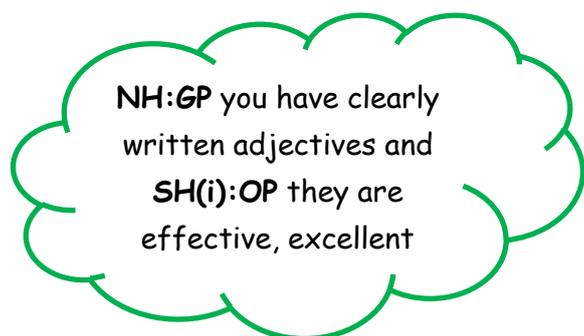
PERT
(Prompt to Engage and Remain on Task)
- The student needs no additional help to access or demonstrate learning

The Learning Support Codes

As a school, we agree to use **The Learning Support Codes**. This will be for all pupils. These will be written alongside recorded verbal feedback (**SeeSaw**) or written feedback (PPR, work annotation after an **AfL** tool or **Bubble and Block**). For pupils with more communication and literacy independence, the codes can be recorded as part of self/peer assessment processes. It can take place in every lesson where appropriate and all adults and pupils will be involved. The codes can be written within the green bubble or the pink block alongside **GP OP Planned Learning** related descriptions of achievement or success:

NH:GP you have clearly written adjectives and **SH(i):OP** they are effective, excellent

SH(c)OP: can you link two of your ideas together with the word 'and'?

A 'methods in action' example:

Level/EYO Method	P1-3	P4-P7	P8	Y1-Y2/EL	Y3+/EL
SaIM	Verbal and recorded verbal (**Seesaw**). Adult led demonstration and retry/response reflection.	Verbal and recorded verbal (**Seesaw**). Supported reflection and action.	Verbal and recorded verbal (**Seesaw**). Written, with adult support to read, reflect and respond (**Bubble and Block**).	Verbal and recorded verbal (**Seesaw**). Written. (**Bubble and Block**). Independent reflection and action.	Verbal and recorded verbal (**Seesaw**). Written. (**Bubble and Block**). Independent reflection and action.
AfL	Adult led.	Self-assessment with support e.g. choice of two.	Self-assessment with some supportive questioning.	Self and peer assessment.	Self and peer assessment.
CLF	Adult led.	NA (perhaps some adult led)	NA	NA	NA
LSC	Adult led.	Adult led with some supported contribution.	Self-assessment with some supportive questioning.	Self and peer assessment.	Self and peer assessment.

Reflective Learning

Wherever success and improvement comments are shared, either during or after the lesson, dedicated learning time **must** also be given for learners to reflect, act or respond to verbal or written marking and feedback – this is crucial to actually moving learning forwards over time.

- This may be spontaneous, but more likely will require careful and considered planning to fully integrate it within high quality class practice.
- Mini-plenary or learning reviews may be used during the lesson.
- Introductions to, or plenaries of lessons may be planned to allow time for children to read, discuss or make suggestions for improvement and act on them.
- Question and answer sessions may also be used to facilitate this.

Wherever possible, pupils are encouraged to self-evaluate their learning.

In order to facilitate their independence as learners, pupils should have access to and, where appropriate, be involved in setting **Planned Learning** and success criteria.

The following may be used to enhance learning opportunities:

- assessed or modelled examples;
- opportunities for whole class, small group, peer and self-assessment;
- opportunities to take the initiative to make improvements;
- an awareness of individual learner's personal learning styles and needs.

Monitoring

This is an agreed, whole school policy. As such, all teachers and support staff are expected to apply it consistently within the aims of its rationale.

The application and impact of the Feedback, Marking and Assessment Policy will be reviewed through learning conferences and as part of work scrutinies conducted by the school's Senior Leadership Team (SLT) and Team Leaders.

Outcomes will be shared to enhance best practice and will also form part of judgements made for professional Performance Appraisal.

This policy will be reviewed annually by staff and governors.

June 2018

WORK SCRUTINY

Class:			Subjects/Books:
Date:			Monitored by:

	Yes	No	Comments
Evidence that feedback is timely?			
Effective presentation and accuracy modelled?			
Evidence of teachers using Feedback, Marking and Assessment policy?			
Green pen used for PL achievements?			
Pink pen used for next steps?			
Success comments written?			
Improvement comments written?			
Evidence of pupil response to teacher comments?			
Evidence of self-assessment by pupils? (If appropriate)			
Evidence of peer assessment by pupils? (If appropriate)			
Is the level of work age related?			
Evidence of differentiation in books?			
Evidence of challenge within books?			
Evidence of high expectations in books?			
Evidence of progress in work over time?			
Evidence of independent learning?			