



# **Grove Vale Primary School**

## **Assessment for Learning including Marking and Feedback Policy**

### **Giving Learners Quality Feedback**

November 2023

M Bunch and SLT





## **Assessment for Learning**

'The best feedback will link to growth mindsets and have longevity with its legacy extending beyond the current piece of work.' - Dylan Williams. In line with our Equal Opportunities and SEN Policies, we are committed to providing a teaching environment conducive to children reaching their full potential. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

### **Policy Overview:**

Underpinning assessment at Grove Vale is to 'be kind, specific and helpful' - Rob Berger. Our policy is based on the purposefulness of assessment thus in turn creating a healthy work life balance.

Marking and assessment has now become an integral part of the lesson and not an afterthought. It happens at various points throughout the lesson and regularly informs the next steps that will be taken throughout the unit of work that is being taught. It requires a growth mindset toward planning as it will require an open consideration of assessment when planning.

It identifies each aspect of AfL necessary to ensure high quality learning:

- ✓ a positive school ethos and attitudes that underpin our core visions and values.
- ✓ inclusive classroom environments.
- ✓ routines and behaviour
- ✓ success within age related expectations
- ✓ responsive planning
- ✓ lesson to lesson assessment
- ✓ live feedback to learners
- ✓ active participants by children.
- ✓ Real life/purposeful experiences (personal).
- ✓ Purposeful

### **Positive ethos and attitude:**

We use a range of learning approaches in all lessons and plan for daily collaborative thinking and working e.g. talk partners, learning buddies, small group activities, outdoor learning, retrieval activities and talk less teaching. Children know where they are with their learning and what they need to do to improve against age related expectations.

Teachers show through their enthusiasm and active participation in lessons how important and enjoyable learning is and celebrate improvements shown by all children, whatever their ability e.g. SEN, EAL, middle attainers, high attainers, more able and disadvantaged.

Teachers and LSA's are ambitious for each learner and show it through clear learning objectives and success criteria. Teachers persist in their efforts with every child and ensure that next steps for learning are based on observations and have appropriate challenge.



### **Strategies:**

- ✓ Teachers will involve learners in the success criteria including, when appropriate, pupils writing elements of the success criteria.
- ✓ At all points, you should be thinking about how the children will be involved in the assessment of their work as well as how they will respond to the feedback given.
- ✓ Teachers will plan clear opportunities for peer and self-assessment
- ✓ Feedback is purposeful and moves the learning forwards.
- ✓ Opportunities for dialogue and a range of questioning is evident in planning.
- ✓ Teachers will carry out continuous formative assessment based on their accurate observations of the children they teach.
- ✓ Learners will be treated as partners in learning and given immediate feedback and challenges to learning.
- ✓ Teachers will use their assessment to shape future planning and target setting
- ✓ Assessments will be used to inform the next stage of the learner's education.

### **Outcomes:**

We will track learners' progress regularly and accurately. Every learner will know how they are doing, understand what they need to do to improve and know how to get there. Every teacher will be equipped to make accurate judgements of pupils' attainment, understand the concepts and principles of progression and use assessment judgements to forward plan in relation to Age related expectation.

### **Methodology:**

#### **Day-to-day**

- ✓ Learners to be involved as partners in setting objectives for learning.
- ✓ Peer and self-assessment to be used, modelled and encouraged.
- ✓ Use of iPads to collect a range of group and individual evidence to support accurate judgements of ARE and inform next steps.
- ✓ Teachers to carry out continuous formative assessment based on their accurate observations of the children they teach.
- ✓ Pupils treated as partners in learning and given immediate feedback;

#### **So that every child**

Knows how they are doing

Understands what they need to do to improve

Knows how to get there

Is well supported

Is motivated to succeed

- ✓ Use of prompts for basic skills (word mats and other supportive materials) and What A Good One Looks Like (WAGOLL) are used to support pupils learning in all core areas
- ✓ Success criteria is purposeful and moves the children's learning forwards.
- ✓ Praise and rewards are used to celebrate learners' success and to build their self-confidence and self-esteem.



- ✓ A target groups of children will be selected to have focussed marking per session.

### **Periodic**

- ✓ Teachers build a clear profile of learners' achievement across the curriculum.
- ✓ Assessing progress is supported by our tracking system 'Insight' to measure if a child is on track to meet age related expectations.
- ✓ In non-core subjects, end of unit assessments carried out half termly which are analysed and reported by subject leaders.
- ✓ Use of national curriculum programmes of study in the classroom at key points to check progress.
- ✓ Using assessment to shape future planning and target setting

### **Termly/Transitional**

- ✓ Formal recognition of learners' achievements according to their progress towards age related expectations
- ✓ Effort reports
- ✓ Reporting to parents and next stage of education
- ✓ Use of external tests or tasks for Reading, SPAG and Maths.

### **Assessments will be:**

- ✓ Accurate
- ✓ Fair
- ✓ Reliable
- ✓ Useful
- ✓ Focused
- ✓ Continuous

### **The Purpose of Marking**

As stated by the report on 'Eliminating unnecessary workload' around marking in March 2016, marking should be meaningful, manageable and motivating. Marking is one method of giving feedback to children and is an important part of the assessment process. It should be used alongside giving verbal feedback and using effective assessment for learning activities. Marking is a positive way of acknowledging pupils work and giving clear next steps linked to the outcome of the work.

### **It should:**

- ✓ Provide feedback to the children on their success in a variety of ways.
- ✓ Children should be given time to act upon feedback with purple pen.
- ✓ Highlight misconceptions with pink highlighter.
- ✓ Give the teacher information to inform future planning and dirt time activities to follow up misconceptions.
- ✓ Be used for a tool to assess, moderate and evaluate standards and progression.



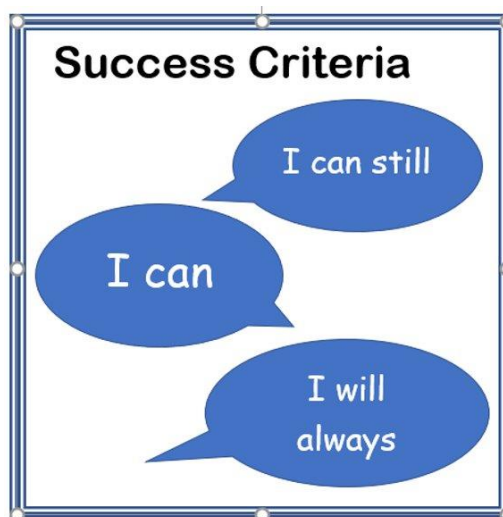
Effective Marking will:

- ✓ Be consistent for pupils across the school
- ✓ Be part of the learning journey
- ✓ Provide evidence of learning and progress made
- ✓ Motivate the learner with clear acknowledgement of success as well as improvement.
- ✓ Address misconceptions.
- ✓ Move learning on by setting extra challenges or tasks where appropriate.
- ✓ Open dialogue (through words/symbols or stamps, see Appendix 2) with children to allow them to self-assess/ peer assess
- ✓ Relate to the success criteria

### **The Success Criteria:**

It is good practice for children to be part of their own learning process. They need to know what the learning objective is and the teacher needs to verbalise or display what the children need to do to get there. The success criteria can be teacher or pupil led. The success criteria grids are set out into 3 main areas: (see appendix 1 for examples)

- ✓ **I can still** – retrieval tasks -  
This doesn't necessarily have to be on the grid but when planning each task, ensure that the words 'I can still' are printed clearly.
- ✓ **I can** – steps to show what 'I can' do -  
No more than 6 steps alongside picture prompts
- ✓ **I will always** – non-negotiable basic skills (mainly non-core)



Success criteria grids are used in every lesson to support teaching and learning in Key Stage 1 and to support transition in Year 3 with the learning objective clearly visible. They provide a clear explanation of lesson expectations in relation to the task; level of support and it provides an opportunity for children to self or peer assess at the end of every session. Pedagogy stamps are used in English and Maths to remind children of basic skills (see Appendix 2 for example)

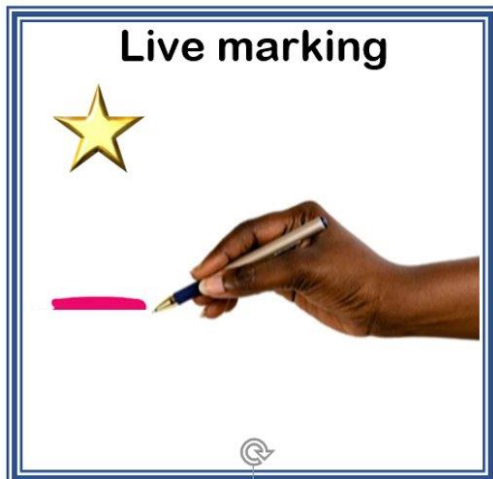
KS2 should write the full date in all books except Maths and write their Learning Objective in their books. The LO, success criteria are to be displayed during every lesson.

### **Planning**

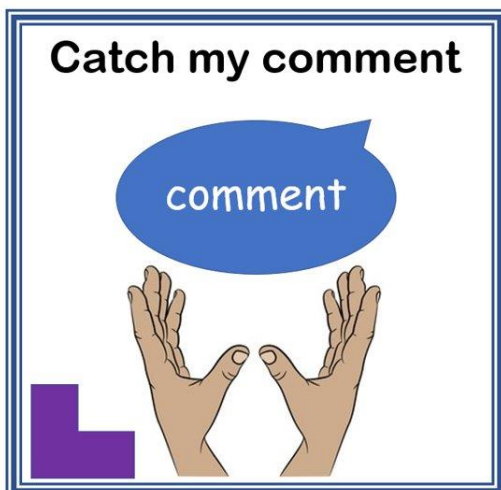
Lesson planning will support the marking and feedback process and it is expected that marking and feedback is clearly noted on planning. At all points, you should be thinking about how the children will be involved in the assessment of their work as well as how they will respond to the feedback given. Planning will look different and

will require a different approach (see appendix 3 for example). There are four main areas of assessment to consider when planning:

Live marking,  
catch my comment (verbal feedback- VF),  
self-assessment and peer-assessment.



**Live marking** is the assessment that takes place with the specific group that you are teaching. You will have carried out and supported a particular group with a task and then immediately offered feedback. This feedback can be all verbal or you may choose to highlight elements within the child's work in pink. Children will respond to the given feedback, there and then and will do so in purple pen. By the end of the session children will have a gold star on their success criteria grid to represent something they have mastered in that lesson. If there is no element of pink to think in their feedback children need to be offered a challenge task to consolidate skills.



**Catch my comment (CMC):** This is fundamentally your verbal feedback group. However, the children will take and act on your feedback in a far more distinct manner. The teacher will give each child in this group a verbal comment. Each child will then 'Catch the comment' (CMC) by writing it in the margin and responding to it in purple pen. During this process, you may wish to highlight elements of the work if the child needs their error highlighted. However, this is not an expectation. Feedback is evidenced with the child's purple pen response and the post-it note (see appendix 4 for example). In Year 1, CMC will be used verbally. In Year 2, CMC will be used verbally during the autumn term and introduced in a written form during Spring/Summer when appropriate.

## Peer Assessment



### Self and peer assess:

This is still the point at which children reflect on a task that they have just completed. Children will do this by thinking carefully about each step within the success criteria. They will then respond by doing one of the two following things:

## Self-Assessment



Children will give themselves (or their peer) a pink dot to show that this step within the success criteria is something that needs to be improved upon or is something that they could do a little better next time.



Children will give themselves (or their peer) a star to show that this step within the success criteria is something that is a particular strength or is something that they simply did well.

In Year 1, the teacher will read out each statement on the success criteria grid and support the child to pink dot or star and reflect on their work. This will be introduced during Spring/Summer term when appropriate.

### Guidance to Good Practice:

## Pink to think!



**Pink to think:** Areas of development will be highlighted in pink. We will teach the children that this is an area of their work that they need to reflect and acted upon. All pink elements within a piece of work will be actively responded to in purple pen. Pink will be used to highlight a step within the SC that needs development. To highlight some areas of SPaG within a piece of work. To highlight a non-negotiable that has not been adhered to.

## Purple Pen



## DIRT



Dig deep and reflect!

**Purple polishing pen:** is to be used whenever the children are required to respond, they will do it in purple during live marking, the feedback that you give to the children, they will respond in that session. To respond to catch my comment and to respond to SA/PA.

### **Dedicated Independent Reflection Time**

**(DIRT):** At the end of each of session, you are still required to look at all books. During this time, you will tick and flick and get a general idea of how the children have performed with a task. You will then sort the children into groups and in the following session, children will clearly reflect on their next steps from the previous session. This needs to be dedicated time at the start of each session. Tasks do not need to be onerous and can be as short as a five-minute activity. It is not an expectation for all dirt tasks to be recorded in books.

### **The Teacher:**

- ✓ Success criteria grids should be shared with children at the beginning of all lessons core and non-core.
- ✓ Children should understand the marking principles, procedures and symbols relevant to them. With a display of the marking policy symbols in the classroom. Agreed marking codes should be adhered to by all staff.
- ✓ Feedback should be reflective and highlight what learning has taken place. Misconceptions should be addressed supportively visibly seen rectified with a purple pen.
- ✓ The use of (S) for some supported, (HS) for heavily supported or (I) for independent is highlighted on the success criteria grid where a child needs either an extended DIRT time activity or intervention to help consolidate and improve skills.
- ✓ Marking and feedback should be prompt and involve the child as much as possibly allowing them efficient time to reflect and rectify misconceptions.
- ✓ Written comments should be kept to a bare minimum as majority of feedback should be verbal however, if any comments are made in books this must be clear and legible, in appropriate language that the child can understand.





- ✓ Use of learning prompts, modelling and WAGOLL to promote basic skills and highlight age related expectations and next steps.
- ✓ In early years, live marking is used for Autumn and self-assessment is to be introduced from Spring and Summer terms. In Year 1 live marking and self-assess is only used for Autumn with the introduction of Peer-Assess in the Spring and Catch my comment in the Summer terms. For the remainder of school an annual revision of the marking policy skills with be expected to be evidenced as part of a feel good Friday or DIRT activity.

### **The Learner:**

- ✓ Should be aware that learning is a gradual process and that marking is a positive way of monitoring and reflecting on the learning journey.
- ✓ Needs to know what is expected of them and what the teacher is looking for when they mark.
- ✓ Should be given opportunities to self-assess and comment on how well they have learnt (written, verbally or through symbols).
- ✓ Should be given time to respond to focused marking and a range of assessment opportunities.
- ✓ Should use the success criteria grid to dot in pink something they can improve on and star in gold something they achieved well.

### **The Parent or Carer**

- ✓ Should know the principle behind the school's marking and feedback policy.
- ✓ Be given opportunities to look at the learners work and the comments made.

### **Presentation:**

At Grove Vale, children should be taught the importance of clear and neat presentation. The following will ensure consistency and continuity across year groups. Non -negotiables for writing should be adhered to in all subjects.

- ✓ Each piece of work should be dated (long date in all subjects except for maths) and have a learning objective.
- ✓ Children should not draw, scribble or deface the cover of books.
- ✓ Finished work should be ruled off
- ✓ Children should put a single line through a mistake
- ✓ Children should complete challenge tasks underneath the original piece of work
- ✓ Children should dot the success criteria with a pink dot or gold star to indicate success or improvement
- ✓ Children will only use pen when their handwriting is consistently joined and legible in Year 5 and 6.
- ✓ Codes and symbols used in marking are separate codes and symbols that can be used as part of success criteria grids.



### **Marking and Feedback in the Early Years Foundation Stage:**

In the Foundation Stage, marking and feedback strategies include:

- ✓ verbal dialogue with children about their learning, focusing on specific teaching points, individual efforts and what the child may do to improve.
- ✓ written annotations as appropriate, short and narrative observations and photographs and tasks completed (these may be evidenced using Tapestry).
- ✓ Pedagogy stamps are used to highlight finger spaces, capital letters etc. The children can use these to self and peer assess when appropriate.
- ✓ In early years, only live marking is used for Autumn and self-assessment is to be introduced from Spring and Summer terms.




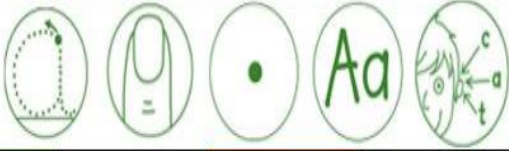
Review date: November 2023

Signed:

Dated:










**Appendix 1: KS1example:**

I can still do:	<b><u>suffixes -er and -est</u></b>			
LO:	<u>26/05/21</u> Write information in simple forms and in an appropriate frame. (lists and instructions)			
	I can:	Picture Prompts:	Peer/Self Feedback	Teacher Feedback
1	I can write in a list one under the other.			
2	I can use time connectives.			
3	I can use adverbs.			
I will always				
Independent		Some Support	Heavily Supported	

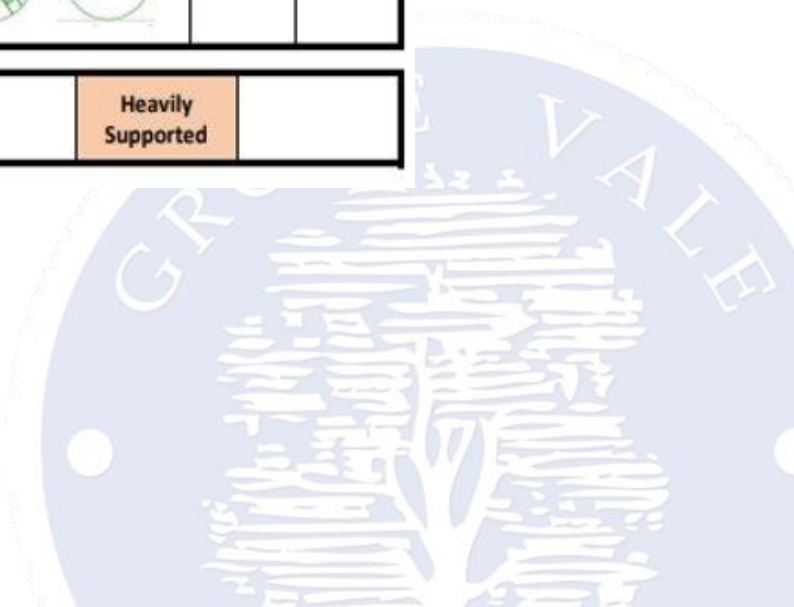


**KS2 example:**

<b>I can still...</b>	Use a simile
Finish these sentence stems to make them a simile	
<b>Sentence starter</b>	<b>Make it a simile</b>
The clouds were white and fluffy like...	
The stars sparkled like...	
The towering trees were as green as	

<b>LO: To plan my setting for my adventure story while generating interesting vocabulary (similes/ metaphors) to describe it.</b>				
	<b>I can</b>	<b>Picture Prompt</b>	<b>SA/PA</b>	<b>TA</b>
1	I can choose a setting			
2	I can generate interesting vocabulary about my setting		majestic, dense, rotting, decaying	
3	I can use expanded noun phrases to describe my setting	lots of yummy, cold ice cream		
4	I can use similes and/ or metaphors to describe my setting	Her smile is as bright as the sun. Her smile is bright like the sun.		
I will always	    			

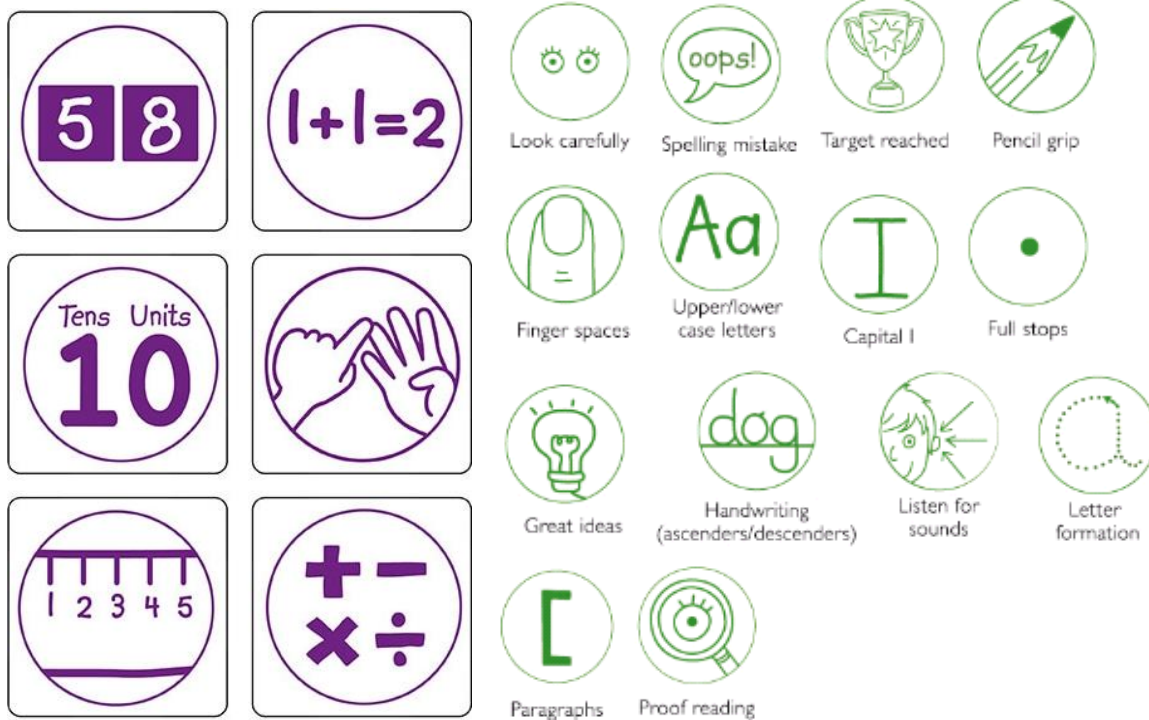
Independent		Some Support		Heavily Supported	
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## Appendix 2

Most of the stamps are used and colours are used so children can see how they have done e.g. highlighted in gold when element is achieved, pink when the stamp is the next step.

### Pedagogy stamps





**Appendix 3:**

Planning pro-forma for a weekly plan utilising the DIRT column for assessment at the end of the lesson.

Weekly Planner

Topic/Unit:
Year group:
Week Beginning

Retrieval 'I can still...'	Learning objective	I can... (Success Criteria)	Input	Differentiated tasks				Dirt Names/groups
								1
								2
								3
		Challenge				4		
		5						
		6						
		Key vocabulary						1
								2
								3
		Challenge				4		
		5						
		6						





#### Appendix 4: Catch my comment

