**Grove Vale Primary School**

**Assessment for learning including Marking and Feedback**

**Giving Learners Quality Feedback**

November 2020

SLT

**Assessment for Learning**

**Overview**

Our policy is based on excellent practice as described in Excellence and Enjoyment – A Strategy for Primary Schools, DfES.

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

* a positive school ethos and attitudes
* inclusive classroom environments
* routines and behaviour
* success within age related expectations
* responsive planning
* day to day assessment
* feedback to learners
* involvement of parents

**Positive ethos and attitude**

We use a range of learning approaches in all lessons and plan for daily collaborative thinking and working eg. 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 eg. 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 (How do I get green?) 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 (How do I get green?) including, when appropriate, pupils writing success criteria.
* Teachers will plan clear opportunities for peer and self-assessment
* Verbal and written 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 ‘Next Steps’ for improvement agreed with learners.
* Teachers will build a clear profile of learners’ achievement across the curriculum supported in their assessment by the milestone materials to enable accurate judgements to be made pupil progress towards age related expectations
* Teachers will use their assessment to shape future planning and target setting
* Assessments will be used for reporting to parents and to those involved in the next stage of 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**

**1. 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 (HTGG) is purposeful and moves the children’s learning forwards. A child understands what they need to do to get green and how to improve (yellow).
* 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.

**2. 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, coverage and progress is tracked using our non-core assessment grids/planners
* 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

**3.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.
* Highlight misconceptions and make steps to move learning on.
* Provide a starting point for dialogue marking.
* Give the teacher information to inform future planning.
* 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, Appendix 1) with children to allow them to self-assess/ peer assess
* Relate to the success criteria (How do I get green?).
* Provide quality comments to improve learning rather focusing on quantity.

The sole purpose of marking is to advance pupil progress and outcomes

**The Success Criteria (How do I get green?)**

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. Tasks should match the needs of the children and therefore comments should reflect what has been learnt. The children need to have a good understanding of how they can get green in a lesson.

**Planning**

Lesson planning will support the marking and feedback process and it is expected that marking and feedback is clearly noted on planning. All children should have quality, detailed marking over the week.

Planning for marking should include:

* Clear pre-defined learning objectives and outcomes that indicate the pupils have achieved the objectives
* Opportunities for pupils to improve their work following the teacher’s written or verbal feedback including responding to blue bubble tasks.
* Opportunities for peer and self assessment
* Opportunities for teachers to mark alongside children when necessary
* Outcomes of marking should influence plans so that assessment for learning is truly taking place.
* Opportunities’ for a wider collection of evidence using IPads.

**Learning Objective Grids (LO grids)**

LO grids are used in every lesson to support teaching and learning in Key Stage 1 and to support transition in Year 3. They provide a clear explanation of lesson expectations in relation to the task, learning objective, success criteria (how to get green HTGG), level of support and the use of marking prompts when appropriate or necessary. It provides an opportunity for children to self-assess at the end of every session. Pedagogy stamps are used in English to remind children of basic skills (see Appendix 1)

KS2 should write the full date in all books except Maths and write their Learning Objective (LO) in their books. The LO, HTGG and prompts are on display during every lesson.

LO grids are not to be used in Independent writing books.

**Guidance to Good Practice**

**The Teacher:**

Use LO grids to support the marking process in all subjects in KS1 and to support transition in Year 3.

Children should understand the marking principles, procedures and symbols relevant to them.

Use of learning prompts and WAGOLL to promote basic skills and highlight age related expectations and next steps.

Display the marking policy symbols in the classroom. Agreed marking codes should be adhered to by all staff

Feedback should be positive and highlight what learning has taken place.

Misconceptions should be addressed supportively and suggestions/ comments should move learning on using blue bubble tasks.

The use of (S) for supported or (I) for independent is used during the lesson to highlight where a child needs immediate intervention to improve.

Marking and feedback should be prompt and involve the child as much which may involve during or straight after the activity. Marking during an activity can be very effective in a guided group.

Ipads will be used as part of the assessment process.

Written comments should be clear and legible, in appropriate language that the child can understand.

Comments should relate to learning and progress focusing on the learning objective and success criteria (How do I get green?).

**Blue bubbles in deep marking**

If the learning objective has been achieved, the LO needs to be highlighted in green. Three positive points about the work needs to be highlighted in green also. The next step needs to be highlighted in yellow. A prompt based on the highlighted area will be provided to improve the learning using a blue bubble task (gap task). If there is no yellow highlighting (everything is correct) a blue bubble task needs to be provided to move the learning forwards (challenge task). A general challenge/extension task needs to be planned for on weekly planning grids as guidance. This will count as focused marking. With other groups that are not being deep marked, the teacher is expected to highlight the LO and correct any misconceptions or basic skills. Spelling errors need to be highlighted in yellow and written correctly in the margin.

**Marking prompts to use alongside blue bubbles**

Feedback should focus first and foremost on the learning objective of the task and the outcome of the session. The emphasis in marking should be on both success and improvement needs against the learning objective. Focused comments should help children to close the gap between what they have achieved and what they could have achieved.

Prompts as suggested by Shirley Clarke ‘Unlocking Formative Assessment’ will be used to close the gap.

• A reminder prompt – e.g. What else could you say here?

• A scaffold prompt – e.g. Describe the expression on the dog’s face

• An example prompt - e.g. Choose one of these or one of your own

Examples of the prompts will be in Appendix 2

 In order to make marking and feedback meaningful and accessible to pupils several strategies can be used.

• Make sure pupils can read and understand comments. If they can’t read only the most confident and able children will be prepared to ask what the teacher has written.

• Give set lesson time for children to read marking.

**The Learner:**

Should be aware that learning is a gradual process and that marking is a positive way of monitoring 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 Learning Objective grid to dot in yellow or green to show how far they feel they have met the

**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 blue bubble tasks underneath the original piece of work
* Children should dot the LO with a green or yellow pencil 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

Following consultation with staff it was agreed that early Years and KS1 would use separate codes and symbols in marking. Marking principles and guidelines remain a whole school approach. (See stamps in appendix 1)

**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).
* LO grids in children’s books show the AOL, the specific learning objective, the amount of support the child received and the age band achieved on that piece of work.
* Pedagogy stamps are used to highlight finger spaces, capital letters etc. The children can use these to self and peer assess when appropriate.

**CHARACTERISTICS OF EFFECTIVE LEARNING (COEL)**

As part of Teacher, Self and Peer Assessment the following will be evidenced in children’s Learning Journals

**Rocky the Rabbit** (I have my own ideas, I am independent in my play, I choose my own way to do things)

**Sandy the Squirrel** (I pretend objects are things I know, I show what I know when playing, I make up and act out stories)

**Honey the Hedgehog** (I keep on trying and don’t give up, I concentrate on my learning, I am proud of my work)

**Oakley the Owl**(I make links and notice patterns, I make predictions and test my ideas, I can say how well it’s going)

**Fern the Fox**(I use my senses to explore, I like to challenge myself, I am willing to have a go)

Recording in Books

VF verbal feedback given

NS Next step

SA Achievement discussed with child – children record using the ‘Smiley Faces’

TA Teacher assessed

S Support

I Independent

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 or race, gender, religion, social background, culture or disability.

Review date: November 2022

Signed:

Dated:

**Appendix 1**

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

 K**S1 Literacy Pedagogy stamps**



 **Appendix 2**

These examples are taken from Shirley Clarke – Unlocking Formative Assessment.

 **A reminder prompt**

For use with the more able child – this prompt simply points to a possible improvement, eg: Say a bit more about this character; tell me more about the way you feel about ……..

NB – Most children need more support than this to improve their work

This simply reminds the child of what could be improved. E.g. reminding a child to adjust when using "add 20 -1" to calculate "add19".

 **A scaffold prompt**

A **scaffolded** prompt; most suitable for children who need more structure than a simple reminder

 A question, eg: Can you describe how this person is a ‘good friend’? . a comment like you've added 20 but you wanted to add 19. What do you need to do now? ("add 20 -1" to calculate "add19").

 A directive, eg: Describe something that happened that shows they were a good friend.

 An unfinished sentence, eg: ‘He showed me he was a good friend when …………’

 **An example prompt**

Successful for all children as a modelling tool (especially with lower

ability children) - this prompt gives the children a choice of words or phrases:

Choose one of these or your own: -

He is a good friend because he never says unkind things about me

Or

My friend is a good friend because he never gets angry with me

Or

Use one of your own that you can think of that may be better

 E.g. a worked example on the number line showing a jump forward of twenty and a jump back of one to model leaving 19 when using "add 20 -1" to calculate "add19".