Marking & Feedback Policy

Including Assessment for Learning (AfL)

Introduction

At Al Ameen Primary School, we believe feedback and marking should provide constructive feedback to every child, focusing on successes and improvements against learning objectives; enabling pupils to become reflective learners and helping them close the gap between current and desired performance.

Aims of Assessment

At Al-Ameen we use assessment as a means of identifying the achievements of our pupils and of indicating ways to further support them. Therefore, assessment at Al Ameen School informs future planning and targets for groups of pupils and/or individuals. In our school, Assessment for Learning is used as a tool to help raise standards.

Principles of marking, monitoring and reporting should:

- Be linked to curriculum planning and delivery.
- Be manageable and enable teachers to plan effective learning experiences for our pupils.
- Identify ways that pupils can improve.
- Give recognition and appropriate praise for achievement.
- Involve pupils with teacher, peer and self-assessment and opportunities to reflect on their learning needs.
- Meet the schools' requirements for record keeping e.g. regular, inform planning and targets, accessible to pupils.
- Meet the school's requirements for reporting to parents.

Forms of Assessment:

Teachers continually assess pupils' performance through their observation of pupils on tasks set, and through the work produced. Formative and summative assessment strategies are implemented across the curriculum. These assessment strategies aim to be:

- Consistent within the school
- At the centre of our pupil's learning - therefore, pupils are involved in the assessment process
- Encouraging, so that pupils strive to be successful as individuals and assist themselves with planning the next stages of learning
- Varied in style e.g. highlighted marking, comment only marking, self-evaluation, peer assessment
- Purposeful and of use in identifying areas of achievement and development

To achieve the above, assessment at Al Ameen aims to be:

- Diagnostic – this identifies specific learning difficulties and strengths
- Formative - this is linked to the diagnostic function but relates performance to national curriculum levels through the school's schemes of work
- Summative – this measures performance termly through nationalised and in-house standard assessment tasks.
- Summative assessments in some subject areas also take place at the end of a unit of work

Marking:

'Teachers should be aware of the impact that comments, marks and grades can have on learners' confidence and enthusiasm and should be as constructive as possible in the feedback they give'. (Assessment Reform Group, 2002)

Marking communicates progress made and guidance for further improvement to the pupil. Pupils are encouraged to respond to teacher comments and understand the purpose of highlighted work e.g. tickled pink and green for growth.

Where appropriate, pupils are given time to respond to feedback and improve their work where necessary. Comments are also used as a tool for praising pupils' achievements.

Aims:

- To develop a coherent approach to marking, that is easily understood by teachers, pupils and parents.
- To raise standards through a consistent approach of positive marking.
- To provide a framework that allows for regular marking, without creating unrealistic demands on staff

Principles:

- Frequency of marking should be sufficient to support pupils' learning.
- Work may be acknowledged in a number of ways including: teacher marking (highlighted, comment only or stamped –'we have discussed this work'), peer marking or self evaluation.
- Where appropriate, it is helpful to check for an understanding and accuracy during the lesson thereby providing immediate feedback on work in progress.

Opportunities for pupils to improve/develop their work

A fifteen-minute slot is to be used at the beginning of each day wherein each pupil will look through their work (which would have been marked the day before) and complete any gap tasks/ next steps/ challenges set by the teacher.

Marking Methodology

1. Teacher Marking:

Teachers will mark children's work in red.

2. Pupil Marking:

Children will respond/ peer mark/ edit in blue.
As part of self assessment, pupils will indicate how well they have achieved the learning objective.
This will be by them putting any of the following marks in their books next to the work completed:

- 🟢 I have achieved the learning objective in full
- 🟠 I have partly achieved the learning objective
- 🔴 I have not achieved the learning objective

3. Highlighted Marking:

Teachers and pupils will mark work according to the Learning Objectives or Success Criteria. All work must have a title that is either the Learning Objective for the lesson (or reflects the Learning Objective). Highlighter marking will be done according to the following criteria:

- Green highlighter = Green for good (LO met or exceeded)
- Pink highlighter = Growth needed

These colours can also be used within the work to indicate instances that the teacher or pupil believes are particularly good (pink) or needing improvement (green). This avoids the need for having to write things that maybe inaccessible to the child.

4. Comment marking:

- A reminder prompt – reminding the child of the SC (What else could you say here? Is this a powerful verb?)
- A scaffolded prompt – modelling what the child needs to do (e.g. What was the dog's tail doing?, describe the expression of the dog's face)
- An example prompt – providing examples that demonstrate progression (e.g. Choose one of these or your own: He ran around in circles looking for the rabbit/ the dog couldn't believe his eyes)
- A choice prompt (e.g. Can you choose a better word instead of nice?)

5. Shared Marking:

Use one piece of work to mark as a class to model the marking process and to highlight the teaching points. This could be a piece of work from another class or from within the class (anonymously). Another strategy is to show two pieces of levelled work, with the same learning intention, and discuss their differences.

6. Paired Marking:

Where appropriate, pupils should sometimes be asked to mark work in pairs. The following points should be noted:
- **Pupils need to be trained to do this**, through modelling with the whole class, watching the paired marking in action
- Pairings should be decided by the teacher
- Pupils should be encouraged to enter into a dialogue about the work as opposed to taking turns to be 'teacher'

7. Marking Code

The following marking code is displayed in all classrooms:

Learning objective fully achieved	Learning objective partly achieved	Learning objective needs more work	**^** **Missing word**
sp **Spelling error** Write 'sp' in the margin and put a wavy line beneath the incorrect spelling	**p** **Punctuation needed or punctuation incorrect** *Missing or wrong punctuation mark circled and correct punctuation put in the margin*	**gr** **Poor sentence construction or grammatical error**	**//** **New paragraph needed**
? **Query (your point is not clear)**	**s** **Support (TA or other)**	**p** **Poor presentation. Work needs to be repeated**	**t** **Teacher support**

ns **Your next steps are…**	**gt** **Gap task**	**gw** **Group work**	**pw** **Paired work**	**ch** **Challenge**	**i** **Independent work**

It matters where the mark is:
- Next to a line – means you can find it in the line.
- Against a vertical pen line – means you can find it in this section.
- At the end – means this is a problem throughout.

A number gives extra help – it tells you how many you are looking for.

- 🟢 I have achieved the learning objective in full
- 🟠 I have partly achieved the learning objective
- 🔴 I have not achieved the learning objective

8. Guidance for Pupils:

Where time permits, pupils to be encouraged to edit their work and/or the work of their talking partner, using a blue pen.

9. Monitoring:

Pupils' progress is monitored continually through AfL strategies which includes the use of formative and summative methods. Teacher assessments inform both medium and short term planning.

Subject leaders are encouraged to be involved with the assessment procedures of their subject in each year group. Where appropriate, work samples are collected and monitored. Assessment tasks are adapted where necessary e.g. to support a new
scheme of work. Work sample portfolios enable staff and pupils to access a range of work which reflects progression within a subject and/or across the key stage.
Our school assessment enables sub-level achievement to be recorded for core subjects which means Subject Leaders have an overview of pupil achievement across the school.
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10. Reporting:

- Parents are invited to attend a minimum of two consultations a year (normally in October and July) in order to talk about their child's progress.
- Parents receive a written report in July, summarising the year's work and setting targets for the future.
- Parents of reception pupils also receive a summary of the Foundation Stage Profile in July.
- Year 2 and 6 parents also receive a summary of the National Curriculum levels their child has attained at the end of each Key Stage.
- Data is gathered and retained on our pupil database where staff can access it for future reference.

Date agreed:	08/11/16
Review date:	January 2018
Signed:	**M A Rahman** Head Teacher