

Dr Walker's C of E Primary School



An Exceptional Place to Flourish

Though your beginning was small,
your future will flourish indeed.
Job 8:7

NON-STATUTORY POLICY

Assessment, Feedback and Marking Policy

Staff consulted	March 2022
	September 2022
Ratified by Governors	27.03.23
Review Cycle	Annually

Chair of Governors: Mrs K Bush	
Headteacher: Dr L Lawson	

Contents

Pre-amble: School Vision, Ethos and Values.....	1
Purpose of Policy.....	1
Assessment.....	2
Learning Intention(s) and Success Criteria	2
Effective Feedback.....	2
How to give and receive feedback in lessons	3
Marking and Motivation.....	3
Marking manageability	5
Marking and responses	6
Specific subjects	6
Marking codes.....	7
Summary Sheet.....	7
Appendix 1: Weekly Planning and Review Summary Sheet	8
Appendix 2: Weekly Planning and Review Summary Sheet	11
Appendix 3: Weekly Planning and Review Summary Sheet	12
Appendix 4: Book Monitoring sheet.....	13

Pre-amble: School Vision, Ethos and Values

Dr Walker's is a mixed Church of England Voluntary Controlled Primary School in Fyfield, Ongar, Essex.

We support all pupils to succeed in reaching their God given potential at Dr Walker's – 'An Exceptional Place to Flourish', by developing

- **Belief** in self and the development of confidence, respect and trust for others and an appreciation of spirituality and an understanding of faith in God;
- **Engagement** in a love for learning by nurturing curiosity and independence; and
- **Excellence** in reaching personal goals by demonstrating resilience and positive behaviour.

Our **CHRISTIAN VALUES** are reflected in:

- Standing with **COURAGE** for what is right.
- Using **CREATIVITY** in problem solving and making life beautiful.
- Treating every person and everything with **RESPECT**.
- Having **COMPASSION** for others.
- Completing every task with **PERSEVERANCE**.
- Taking **RESPONSIBILITY** for ourselves.
- Living with **HOPE** for a better future.

At Dr Walker's we provide every pupil with the care and support they need to develop as individuals and become educated and successful British Citizens who understand the importance of the following British values:

- **Democracy**
- **The rule of law**
- **Individual liberty**
- **Mutual respect and**
- **Tolerance of those with different faiths and beliefs.**

Purpose of Policy

- At Dr Walker's we believe that:
 - effective feedback and marking improves teaching and learning; and
 - that getting something wrong is an opportunity to improve and learn from.
- Research by *The Education Endowment Foundation (EEF)*, shows that the provision of high-quality feedback leads to improvement and progress.
- It should therefore be accurate, meaningful and manageable and:
 - provide further support
 - consolidate learning
 - challenge pupils' learning
 - move pupils on in their understanding
 - motivate pupils to excel.
- All staff have a part to play to provide meaningful and valuable feedback within lessons.
- Feedback and marking informs staff of expectations and planning.
- Feedback delivered closest to the point of action is most effective, and as such delivered in the moment in lessons, is more effective than written comments provided at a later date
- Written comments should only be used where they are accessible to students according to age and ability
- Pupils are given opportunities to respond to feedback and marking and to make improvements to their work.
- Feedback is often a two way process for staff and pupils as part of assessment for learning in the classroom and can take many forms.
- We should see evidence of progress, following feedback and marking.

Assessment

- Feedback and marking form part of the school's wider assessment processes, which provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- Staff is able to gather feedback and AFL that enables them to adjust their teaching both within and across a sequence of lessons.
- Assessment is an intrinsic part of daily school life and the purposes of this assessment are to be:

Formative	• providing information for the teacher to plan the next steps in the pupils' learning.
Diagnostic	• providing more detailed information about individual pupils' strengths and weaknesses; enabling teachers to identify gaps in learning.
Summative	• providing a snapshot of each pupil's achievement – outcomes reported to parents.
Evaluative	• allowing the school and individual teachers to evaluate how effective their teaching is and make appropriate adaptations where necessary.
Informative	• providing pupils with that which will enable them to develop their learning.

Learning Intention(s) and Success Criteria

- Learning Intention(s) (LIs) and/or Success Criteria (SC) should be linked to the National Curriculum Aims/Objectives and show how skills and understanding can be developed and improved.
- At Dr Walker's we will refer to Learning Intention(s) (LIs) as **WALT (We Are Learning To)** and Success Criteria (SC) as **WILF (What I'm Looking For)**.
- WALT and/or WILF need to consider different abilities and be **adapted and/or differentiated** to meet the individual needs of pupils and or groups/cohorts in order to help pupils to become more effective independent learners.
- They need to be visually displayed during the lesson/activity; in order for pupils to refer back to.
- Good practice is to revisit the Learning Intention(s) (LIs) and/or Success Criteria (SC) at the end of the lesson/activity as part of the plenary.

WALT: We Are Learning To	Also referred to as ' learning intention ' is all about outlining the objectives of the lesson. <ul style="list-style-type: none"> • What will your students be learning about? • What's the learning goal or aim of the lesson? • Make sure you use child-friendly language and focus on the learning outcome. 	<i>For example:</i> A writing lesson goal maybe – <i>use descriptive language to write imaginative texts.</i>
WILF: What I'm Looking For	Sometimes called ' success criteria ' is all about the ingredients the student needs to do, include or focus on in order to fulfil the learning outcome (WALT). <ul style="list-style-type: none"> • Make sure you WILF include detailed information about your expectations of the students. 	<i>For example:</i> The success criteria for the above writing goal may be – <i>evidence of adjectives, metaphors and extensive vocabulary within your writing.</i>

Effective Feedback

- Successful feedback comes in a variety of forms and should be a regular part of every lesson.
- Feedback is information given to the pupil about their own performance relative to learning objectives.
- Feedback needs to be specific, accurate and clear. E.g. often as teachers we say "Good Work" or "Well Done," but does the child understand exactly what they have done well or what they could do to improve?
- Feedback should provide guidance for the pupil on how to improve.
- It is mainly given verbally but can be given through demonstration or modelling.
- Feedback should be time-efficient for both teachers and pupils. Some parts of lessons are especially suitable for giving feedback.
- Feedback is not just between adults and pupils, peer to peer feedback can be very empowering.

How to give and receive feedback in lessons

Questioning	<ul style="list-style-type: none"> This can involve a quick thumbs up, turn to your partner, hot seating, mini whiteboards etc. Following this, the teacher can decide whether to provide further whole class explanation with more examples or specific guidance to certain groups.
Under the visualizer and/or on the Interactive Board	<ul style="list-style-type: none"> Verbal feedback that suggests improvement can be given to the whole class using a sample of work.
Self-assessment	<ul style="list-style-type: none"> Pupils can be given time to self-assess against the WALT/WILF and regularly use Self-Assessment Stickers and Green Pens for editing.
Peer feedback	<ul style="list-style-type: none"> When appropriate, pupils can work co-operatively and be encouraged to feedback using '2 Stars and A Wish.'

Marking and Motivation

- Written Feedback is called marking.
- We mark work to:
 - show children that we value their work and input
 - motivate pupils by sharing success
 - enable the child to correct their own errors and therefore learn from them.
 - support children to think independently and deepen their understanding
 - inform pupils of how well they have done and what their next steps are
 - help the teacher to address misconceptions soon after they occur and
 - inform the planning of future lessons and allow AFL (Assessment for Learning).
- Feedback occurs at any of the **three common stages** in the learning process:

Type	What it looks like	Where will we see it?
<p>IMMEDIATE:</p> <p>In the moment "live marking" - at the point of teaching</p>	<ul style="list-style-type: none"> Staff fluidly moving around the room gathering and giving feedback on the learning. This dialogue should focus upon successes, areas for development and to set targets for future learning. This can take the form of verbal or written feedback and is given during learning time in the presence of the child and should be recorded in books. Pupils moving around the room gathering self-support materials (word mats, checking working walls, gathering equipment) following feedback. Pupils editing work in GREEN PEN in response to feedback. Targeted support for individuals or groups. Skilful use of open and closed questioning to recap, review and challenge learning. Verbal feedback to pupils for immediate action. ALL staff engaged in providing immediate feedback. Immediate intervention where misconceptions are noticed for small groups or individuals. May include in the moment highlighting/annotations according to the marking code to praise or address mistakes or misconceptions. 	<ul style="list-style-type: none"> Lesson visits/learning walks. Some use of marking annotations and highlighting in the moment to address misconceptions or give praise.
<p>SUMMARY:</p> <p>At the end of a lesson/task</p>	<ul style="list-style-type: none"> Often involves whole groups or classes. Can take place at the beginning of a lesson, using 2 stars and a wish to unpick quality work and identify misconceptions in examples. Can take place at the end of a lesson or activity, or midway where misconceptions need addressing in the form of a mini-plenary. Provides an opportunity for scrutiny and evaluation of learning in the lesson. May take form of self- or peer-assessment against an 	<ul style="list-style-type: none"> Lesson visits/learning walks. Evidence of pre & post teaching based on assessment. Evidence of self - and peer-assessment.

	<p>agreed set of criteria.</p> <ul style="list-style-type: none"> In some cases, may guide a teacher to make immediate adaptations of planning for the next lesson. 	
<p>REVIEW:</p> <p>“Distance marking” - Away from the point of teaching</p>	<ul style="list-style-type: none"> Takes place away from the point of teaching and pupils. It gives opportunity for further analysis and reflection on pupil progress in learning. May sometimes involve written or typed comments/annotations for pupils to read/respond to e.g. 2 stars and a wish. Provides opportunities for assessment of learning. Leads to adaptation of future lessons and sequences of lessons through planning, grouping or task adaptation. May lead to targets being set for pupils’ future attention, or immediate follow up action. May include positive acknowledgement of work completed. May include occasional use of grading (e.g.7/10) for certain tasks. 	<ul style="list-style-type: none"> Evidence of positive feedback and acknowledgement of work completed. Appropriate responses/actions linked to next steps for the pupil. Adaptation of teaching sequences or scaffolded learning tasks in following lessons.

- At Dr Walker’s Church of England Primary School, we make marking meaningful, by using **two types of marking to encourage progress:**
 - Marking to correct basic errors and
 - Marking to improve and address whether the WALT/WILF has been achieved.



































<p>(1)</p> <p>Marking to correct basic errors</p>	<p>1</p> <p>To encourage correction of careless mistakes</p>	<ul style="list-style-type: none"> Where there are careless mistakes, marking should identify these without giving pupils the correct answers. Pupils must correct careless errors. Staff must use their judgement to decide which errors are from misunderstanding and which are from being careless.
	<p>2</p> <p>To encourage correct transcription - spelling, handwriting, presentation, grammar and punctuation – according to age-related expectations</p>	<ul style="list-style-type: none"> Staff should use their knowledge of age-related expectations to prompt the pupil to make corrections of basic English errors. This can be done most efficiently using the marking codes in the margin
<p>(2)</p> <p>Marking to improve</p>	<p>1</p> <p>Correct misunderstandings</p>	<ul style="list-style-type: none"> Where there are errors resulting from a misunderstanding, feedback should be given that is relevant to the WALT/WILF. Teachers should leave a comment to address the misconception and a question or task that prompts the pupil to develop their understanding. If several pupils have the same misunderstanding, the task/prompt might be better shown on the whiteboard for the group to complete. If the misunderstanding is common throughout the class then the teacher will need to amend their planning so they can revisit the material. <p>Examples</p> <ul style="list-style-type: none"> When multiplying by ten, each digit becomes ten times bigger. The digits appear to move to the

		<p><i>left ↓. Show this by answering these questions.</i></p> <ul style="list-style-type: none"> • <i>A herbivore is actually an animal that eats plants. How is this different to a carnivore? List 5 carnivores and 5 herbivores.</i>
2	Edit and improve	<ul style="list-style-type: none"> • Editing and Redrafting can be used either to correct misunderstandings or so the teacher can add feedback to help develop another aspect of the pupils' knowledge. <p>Examples</p> <ul style="list-style-type: none"> • <i>Redraft this piece of work/paragraph/graph...by doing X, by adding Y, by correcting Z...</i> • <i>Edit to add 5 adjectives to improve the description of the setting...</i> • <i>Add more information about what the celebration involves.</i> • <i>Redraft your answer to number 1, by expanding on your answer by providing examples.</i>
3	Consolidation & Extension	<ul style="list-style-type: none"> • The pupil just needs more practice to consolidate their learning. • Their work shows a good grasp of the LI's and that they are ready to extend their understanding <p>Examples</p> <ul style="list-style-type: none"> • <i>Compare the significance of candles during Christmas and Diwali celebrations.</i> • <i>Which Guru do you think had the biggest impact on Sikhism and Why?</i> • <i>Write two more sentences that include subordinate clauses.</i> • <i>Describe one more ecosystem found in Brazil.</i> • <i>Why do Hindus use light at Diwali?</i>

Marking manageability

- This policy is intended to make marking manageable in the following ways:
- Marking can be done on several ways: Immediate, Summary or as a review.
- We have developed a preference for an in the moment **live-marking approach**.
- Written feedback is not expected every day.
- Teachers should provide **2 stars and a wish** to improve pupils' understanding of the subject:
 - At least once a week for **English**
 - At least once a week for **Maths**
 - At least once every three weeks for **Foundation Subjects**
- Staff do not need to respond to the pupils' response (triple-marking) unless there is another misunderstanding.
- Where English and Maths assessments require marking, teachers will not be expected to provide 'marking to improve or correct' in the week of assessments.
- Staff to complete a summary sheet at the end of each day, - identifying specific actions they will take in future lessons (such as working directly with a child, changing their group, offering some advice, providing more challenging work etc.).
- Children are not expected to complete written work in English and Maths books every day. Some learning activities can be achieved through outdoor learning, drama, etc.
- Pupil should be encouraged to do self- and peer-marking where appropriate.
- Marking of homework is not expected, but teachers are expected to look at homework, record if it has been completed and reward pupils for consistent completion or particularly good effort.
- Book scrutiny helps to ensure accountability for marking and to encourage regular marking which prevents a backlog of unmarked pupil work from accumulating that would affect work-life balance.

Marking and responses





<p>WALT/WILF assessed by staff</p>	<ul style="list-style-type: none"> Teaching staff to highlight the WALT (We Are Learning To) or WILF (What I'm Looking For) as follows: <table border="1" data-bbox="320 255 1449 387"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Working below ARE</td> <td>Working towards ARE</td> <td>Working at ARE</td> <td>Exceeding ARE</td> </tr> </table>					Working below ARE	Working towards ARE	Working at ARE	Exceeding ARE	
										
Working below ARE	Working towards ARE	Working at ARE	Exceeding ARE							
<p>Teacher marking</p>	<ul style="list-style-type: none"> Adult feedback from teacher. Marking done in PURPLE PEN. 									
<p>Support staff / Supply teacher</p>	<ul style="list-style-type: none"> Adult feedback from LSA or Supply teacher. Marking done in BLUE PEN. 									
<p>2 stars and a wish</p>	<ul style="list-style-type: none"> Occurs away from the pupil. Review of WALT/WILF. 2 stars and a next step – 2 skills mastered well and 1 skill to apply as a next step. This ensures pupils receive two positive comments about their achievements, followed by one wish, which will be their Next Step. The Next Step should link to National Curriculum aims and/or targets. Pupils should be given time to respond to this feedback. 									
<p>Pupil response</p>	<ul style="list-style-type: none"> Pupils editing work in GREEN PEN in response to feedback or doing corrections. Pupils use a GREEN pen for self- and peer-assessment. Pupils use self-assessment labels to indicate their success in meeting the WALT (We Are Learning To) or WILF (What I'm Looking For) as follows:  <table border="1" data-bbox="1086 891 1449 1081"> <tr> <td></td> <td></td> <td>I get this and can give examples if asked.</td> </tr> <tr> <td></td> <td></td> <td>I am OK, but still need some help to understand it.</td> </tr> <tr> <td></td> <td></td> <td>I struggled. I don't think I get this.</td> </tr> </table>			I get this and can give examples if asked.			I am OK, but still need some help to understand it.			I struggled. I don't think I get this.
		I get this and can give examples if asked.								
		I am OK, but still need some help to understand it.								
		I struggled. I don't think I get this.								

Specific subjects

<p>Maths</p>	<ul style="list-style-type: none"> All work should assess the lesson's WALT/WILF, by highlighting it. All work should be acknowledged with a tick using PURPLE or BLUE PEN. Pupils to respond to Verbal Feedback immediately in GREEN PEN. Pupils are expected to do corrections GREEN PEN, showing working out where appropriate. No more than 5 ticked answers correct are required by the teacher if marking after the lesson. The remaining work does not need to be marked at the end of the day, as the teacher by this point would have gained enough information as to the level of understanding of the concepts and skills learnt by the child. 2 stars and a wish to be used at least once a week.
<p>English</p>	<ul style="list-style-type: none"> All work should assess the lesson's WALT/WILF, by highlighting it. All work should be acknowledged with a tick using PURPLE or BLUE PEN. Pupils to respond to Verbal Feedback immediately in GREEN PEN. Maximum of 5 spelling errors to be corrected per piece of work. Pupils to respond by doing corrections (practicing the correct spelling x3 times). In writing, teachers must use the writing assessment checklists to assess every extended write. They should find examples of the expected standard and record where they have been seen using the date for each standard using the Jonathan Bond sheet. Children should have access to these and must be aware of their writing targets. These must be placed at the cover of their English books. 2 stars and a wish to be used at least once a week.
<p>Foundation subjects</p>	<ul style="list-style-type: none"> All work should assess the lesson's WALT/WILF, by highlighting it. All work should be acknowledged with a tick using PURPLE or BLUE PEN. Stickers and/or stamps to be used for all work completed to motivate pupils. Pupils to be encouraged to do self-and peer assessment/markings.

- Pupils to use self-assessment labels.
- **Maximum of 3 spelling errors** to be corrected per piece of work. Pupils to respond by doing corrections (practicing the correct spelling x3 times).
- **2 stars and a wish** to be used at least once for every three lessons taught.

Marking codes

✓	Correct answer / response
•	Incorrect answers / response
I	Independent work
WS	With Support
LSA	LSA support / input in lesson
 	Verbal Feedback
C	Missing capitalisation - Pupil should edit.
S	Spelling misconception - For up to 3 spelling errors (if necessary, underline the word). Pupil will need to find the correct spelling and write it in the margin or beneath the work once.
GR	Written in the margin to indicate where the grammatical error has occurred - Grammatical error to show when a sentence does not make sense. Pupil should make a correction to the sentence. If necessary, part of the sentence.
^	Missing word - Pupil should add missing word.
P	Punctuation misconception - Pupil should change or add missing punctuation marks
	Finger space
//	New paragraph needed - Pupil should indicate where exactly // is needed between sentences.
	<p>Stars:</p> <ul style="list-style-type: none"> • Positive feedback • Motivation <p>Wishes /Next steps:</p> <ul style="list-style-type: none"> • open-ended question (e.g., can you explain...) • reminder to correct mistakes • completing necessary corrections • an extra extension or challenge.
Written feedback about presentation should lead to change of that piece of work or show an improvement in the next lesson.	
If a pupil needs to practice a handwriting join, demonstrate the join beneath the work, for them to copy for the length of a line.	

Summary Sheet

- As the teacher looks through books, the teacher writes **collective** issues on the summary sheet and not in individual books. This is to drastically speed up the marking after school – whilst not losing any progress through feedback marking.
- Summary sheets will form part of the monitoring cycle.

Appendix 1: Weekly Planning and Review Summary Sheet

Week beginning		Teacher		Year group(s) / Class	
PP	SEND	EAL	Less Able (LA)	Able (A)	Higher achiever (HA)

ENGLISH		Unit / Topic					
Date	WALT/WILF	Resources	How is work pitched / adapted for: <i>Less Able (LA)</i> <i>Able (A)</i> <i>Higher Achiever (HA)</i>		Who needs further support? <i>Who?</i>	Basic Skills Errors <i>Who / What?</i>	Misconceptions and Next Lesson Notes
Monday			LA				
			A				
			HA				
Tuesday			LA				
			A				
			HA				
Wednesday			LA				
			A				
			HA				
Thursday			LA				
			A				
			HA				
Friday			LA				
			A				
			HA				

MATHS		Unit / Topic					
Date	WALT/WILF	Resources	How is work pitched / adapted for: <i>Less Able (LA)</i> <i>Able (A)</i> <i>Higher Achiever (HA)</i>		Who needs further support? <i>Who?</i>	Basic Skills Errors <i>Who / What?</i>	Misconceptions and Next Lesson Notes
Monday			LA				
			A				
			HA				
Tuesday			LA				
			A				
			HA				
Wednesday			LA				
			A				
			HA				
Thursday			LA				
			A				
			HA				
Friday			LA				
			A				
			HA				

OTHER SUBJECTS

SUBJECT	Date	Unit / Topic	WALT/WILF	Resources	How is work pitched / adapted for: <i>Less Able (LA)</i> <i>Able (A)</i> <i>Higher Achiever (HA)</i>	Who needs further support? <i>Who?</i>	Basic Skills Errors <i>Who / What?</i>	Misconceptions and Next Lesson Notes
Art & design / Design Technology					LA			
					A			
					HA			
Geography / History					LA			
					A			
					HA			

MFL (French) KS2 only					LA			
					A			
					HA			
Music					LA			
					A			
					HA			
PSHE / RSHE					LA			
					A			
					HA			
Religious Education					LA			
					A			
					HA			
Science					LA			
					A			
					HA			

Additional assessment and feedback notes

Appendix 2: Weekly Planning and Review Summary Sheet

Week beginning		Teacher			
PP	SEND	EAL	Less Able (LA)	Able (A)	Higher achiever (HA)

OTHER SUBJECTS: Physical Education

SUBJECT	Date	Unit / Topic	WALT/WILF	Resources	How is work pitched / adapted for:		Who needs further support? <i>Who?</i>	Basic Skills Errors <i>Who / What?</i>	Misconceptions and Next Lesson Notes
					<i>Less Able (LA)</i>	<i>Able (A)</i>			
Reception and Year 1					LA				
					A				
					HA				
Year 2					LA				
					A				
					HA				
Years 3 and 4					LA				
					A				
					HA				
Years 5 and 6					LA				
					A				
					HA				

Additional assessment and feedback notes

Appendix 3: Weekly Planning and Review Summary Sheet

Week beginning		Teacher			
PP	SEND	EAL	Less Able (LA)	Able (A)	Higher achiever (HA)

OTHER SUBJECTS: Computing

SUBJECT	Date	Unit / Topic	WALT/WILF	Resources	How is work pitched / adapted for:		Who needs further support? <i>Who?</i>	Basic Skills Errors <i>Who / What?</i>	Misconceptions and Next Lesson Notes
					<i>Less Able (LA)</i>	<i>Able (A)</i>			
Reception and Year 1					LA				
					A				
					HA				
Year 2					LA				
					A				
					HA				
Years 3 and 4					LA				
					A				
					HA				
Years 5 and 6					LA				
					A				
					HA				

Additional assessment and feedback notes

Appendix 4: Book Monitoring sheet

Subject		
Staff		
Date range		
Pupils: Year		
Pupils: Year		
WALT/WILF/Date		
Work matches WALT/WILF		
Work is sequenced		
EXPECTATIONS AND PRESENTATION		
Plastic cover		
Labels (presentation and marking)		
Knowledge Organisers		
Handwriting		
Adaptive learning		
Challenge / Mastery		
ASSESSMENT		
Staff (WALT/WILF highlighted)		
Pupil (self-assessment labels)		
Peer		
MARKING & RESPOMSES		
Teacher	PURPLE PEN	
LSA/Supply	BLUE PEN	
Pupil	GREEN PEN	
✓	Correct	
•	Incorrect	
I	Independent learning	
WS	With Support	
LSA	LSA support	
VF	Verbal Feedback	
C	Capitalisation	
S	Spelling	
GR	Grammar	
^	Missing word	
P	Punctuation	
⓪	Finger Space	
//	New paragraph	
2 stars and a wish		
Maths	X1 per week	
English	X1 per week	
Foundation	X1 every 3 lessons	
NOTES		
Monitoring completed by:		
Date of monitoring:		