



Lawley Primary School

Discovery unites us!

Planting the seeds, growing the future

Assessment for Learning, Marking and Feedback Policy

This policy should be read alongside our Teaching and Learning Policy, Presentation Policy, Assessment Policy and other Curriculum Policies.

This policy will enable teachers and other adults who mark and give feedback to:

- manage marking effectively within a reasonable amount of time,
- be purposeful and efficient in their comments,
- be consistent in their approach for the children as they move through school,
- report progress accurately and specifically to receiving teachers
- report to parents, drawing a progression of comments from contexts across an academic year

Through our marking and feedback we will enable children to:

- Be involved in and take responsibility for their own learning
- Use feedback from a teacher, teaching assistant or peer to make improvements in their own work
- Use success criteria to identify successes and next steps in their own work and that of their peers

- Be able to evaluate their own work against the success criteria or learning objective and know how they are making progress
- Improve the quality of their work
- Understand where and how their current learning fits into the bigger picture
- Identify an aspect of their work that could become a personal target
- Be able to discuss their personal targets and the progress they are making
- Be proud when targets have been achieved

Assessment for Learning

Purpose of Assessment

The aim of Assessment for Learning is to ensure that both teachers and learners take an active role in the process of assessing achievements and creating next steps for learning. In this way all stakeholders (pupils, teachers and parents/carers) are aware of how to move the learning on. It is a tool in both the teaching and learning process ensuring that the pupils take an active role in their own learning process.

In line with current thinking at Lawley, it is recognised that to ensure attitudes to life long learning and to accelerate progress within educational sessions, learners should take some responsibility for their own learning.

Definition

Current thinking about learning acknowledges that learners must ultimately be responsible for their learning since no one else can do it for them. Thus assessment for learning must involve pupils, so as to provide them with information about how well they are doing and guide their subsequent efforts. Much of this information will come as feedback from the teacher.

This feedback is often through marking/feedback and verbal intervention to learners by the teacher. This policy sets out the strategies that teachers at Lawley Primary School will use in the assessment for learning process.

Rationale

There are different types of assessment for learning, each serves a different and distinct purpose and each has its place. Assessment is a continuous process in the classroom, it is rooted in self-referencing; a pupil needs to know where s/he is and understand not only where s/he wants to be but also how to “fill the gap”. Research shows that this involves both the teacher and the pupil in a process of continual reflection and review about progress.

- When teachers and peers provide quality feedback, pupils are empowered to take the appropriate action.
- Teachers adjust their plans in response to formative assessment/ AFL

Types of Assessment

At Lawley we seek to inform pupils and parents of the progress that children are making. Formal testing/summative assessment is carried out termly, in order to make a judgement about pupils’ performance in relation to national standards. The data collected from such assessments is valuable for tracking the progress of individuals and groups of pupils as well as monitoring the school’s performance.

Formative assessments are carried out on a day to day basis and are used to inform teachers' planning addressing next steps for learning.

Responsibilities

The governing body is committed to the importance of effective assessment for learning. It is the responsibility of the Headteacher, supported by senior staff to ensure the implementation of this policy and guidance. Teachers are required to:

- Provide feedback (written/digital and oral) to children to encourage dialogue and develop the self-assessment skills of learners.
- Share expectations with learners in the form of learning objectives which are linked to the National Curriculum.
- Ensure that learning objectives are in language that the children understand and use these as the basis for success criteria.
- Link feedback through self, peer and teacher assessments to the expectations set out in the learning objectives and success criteria.

Characteristics of Assessment for Learning

Recent research shows that effective assessment for learning is a key factor in raising pupils' standards of achievement. At Lawley Primary School we aim to ensure that teachers

- embed this policy in the teaching and learning process;
- share learning goals with pupils;
- help pupils to know and to recognise the success criteria to aim for;
- provide feedback which leads pupils to identify what they should do next to improve;
- have a commitment that every pupil can improve;
- involve both teachers and pupils reviewing and reflecting on pupils' performance and progress;
- involve pupils in being able to assess themselves;
- adjust teaching to take account of the results of assessment.

This will be done by

- implementing the adaptive learning cycle into all lessons.
- observing pupils – this includes listening to how they describe their work and their reasoning;
- questioning, using open questions, phrased to invite pupils to explore their ideas and reasoning;
- setting tasks in a way which requires pupils to use certain skills or apply ideas;
- asking pupils to communicate their thinking through drawings, artefacts, actions, role play, concept mapping, as well as writing;
- discussing vocabulary and how it is being used.

Classroom Practice

At Lawley Primary School, assessment for learning will take place using the following strategies:

- By sharing the learning objective (LO)
- Developing and sharing the success criteria (SC)
- Using connect activities, shared composition activities and plenaries as well as main tasks for continuous A4L.
- Using rich questioning.
- Using self assessment and peer assessment to identify what pupils are doing well and their next steps
- By providing effective feedback and marking.

These strategies will be carried out by following the statements below:

Sharing the Learning Objective

The Learning Objective sets out the overall aim of the lesson. A Learning Objective will be shared for every lesson (core and foundation subjects).

Teachers will:

- Display the Learning Objective at the start of every lesson, clarifying into child friendly language (where appropriate) to create a matched task that will fulfil the learning objective.
- Share the learning objective to enable the child to know the purpose of the activity, thus transferring much of the responsibility for the learning from the teacher to the child.

Develop and Share Success Criteria

The success criteria will break down the learning objective and clarify what the children will know, understand and be able to do in order to achieve the learning objective.

To encourage children to take responsibility for their learning, teachers will:

- generate and explain the success criteria for the task in hand
- ensure the children have interpreted the expectations so they can apply them as they are working, thus making their own judgments against the criteria before any teacher assessment takes place.
- describe what they are looking for in the lesson so that pupils know the standards they are aiming for and have key areas of focus when carrying out the task thus enabling them to begin the process of self-evaluation.

Develop Rich Questioning

Teachers will develop rich questioning skills within the children by:

- Supporting a whole school approach to BLP (building learning power) by reinforcing the 4 concepts explicitly within their own classrooms
- Providing a high proportion of open questions
- Providing silent thinking time for pupils to think about and then discuss their responses to questions in a low stakes environment
- Providing supplementary questions to extend understanding
- Providing questions that encourage pupils to reflect on their thinking
- Providing opportunities for pupils to generate questions.

Children will be given the opportunity to explain, clarify and discuss their ideas and to question and support their peers in all areas of the curriculum.

Self Assessment

Pupils will self assess during all lessons.

If pupils are to learn they need to:

- understand the criteria or standards that will be used to assess their work
- identify any gaps between their actual and optimal performance
- work out why these gaps occur
- identify the strategies and implications for future action that they might use to close the gaps
- Reflect on their own work
- Be given time to work out problems

Marking and Feedback

Effective marking and feedback:

- Relates feedback to the success criteria or learning objective
- Scrutinises pupils' work to find areas for improvement
- Informs the teacher's planning for future teaching and learning
- Moves learning forwards
- Comments should be addressed to children
- Should form a dialogue between the pupil and teacher
- Time should be allocated for responding to marking

All Subjects

Teachers and other adults who mark children's work will be expected to use the following strategies whenever they mark/feedback work across all subjects on a day to day basis:

Marking on Showbie

Work by pupils will be uploaded at the end of each lesson for marking.

Marking needs to take place before any other work is added to the folder.

All subjects

A feedback comment related to the LO / SC will be added by the teacher for each child. This needs to be specific and individual to the child's work. Where appropriate this comment will also detail next steps in learning. Voice notes can be used to provide feedback where appropriate.

English and Maths

Editing and redrafting is essential and sections to be addressed by the pupil can be clearly marked on their screens for them using the highlighter tool.

The uploaded work will be scrutinized to identify errors, misconceptions or areas for improvement using a green pen on the screen. Work must be marked to reflect the non-negotiable expectations for your year group. For example, basic sentence punctuation that has been taught in yours or previous years and any other prior learning. This includes spellings which can be highlighted on the screen for pupils to edit. Voice or written notes can be added directly to pieces of work to explain errors or misconceptions.

If the learning has not been clearly demonstrated, a prompt should be given to allow the pupil time to show that learning.

If an intervention is required to address any misconceptions, this will be clearly noted in the comments and any resulting work from the intervention will be uploaded.

Pupils must be given time on the next school day, before the next lesson in this subject to read their feedback and make the necessary changes to their work. This must be done in their books using their blue pen.

All corrections must then be uploaded back to Showbie so that teachers can check that pupils are making these improvements in their work.

If an intervention is required, this will be clearly noted in Showbie and the resulting work uploaded.

Marking in books.

The marking in any child's book by the teacher/TA will be in **green pen**, for self/peer marking **children** use blue **pen/pencil**. All written comments should be age/ability appropriate and easy to understand.

In Maths lessons where calculations have been carried out, work needs to be marked correct or incorrect using a tick✓ for correct and a · dot for incorrect.

This can be done by the teachers, teaching assistants, peers or pupils themselves. Teachers/staff do not need to use a written comment every time.

When marking you may highlight in green a section of work – writing for the children to re-edit. This opportunity to edit and redraft is crucial.

If an intervention is required, this will be clearly noted in the pupil's book alongside the resulting work.

Special Educational Needs

For children on the S.E.N. Register, focused marking enables children's individual targets to be monitored and reviewed. These will often be short-term targets where Teacher's comments and Teaching Assistants' noting of individual landmarks achieved, help to clarify new specific targets for the SSMs.

The role of Support Staff.

Most Teaching Assistants (TA's) are involved in both Cover Supervision and Higher Level Teaching Assistant (HLTA's) roles. As a result they will be increasingly involved in the assessment of learning and will need to be aware of their role in this process.

Teaching Assistants working with a group of children or an individual will assess/ mark the learning as directed by the teacher.

HLTAs are expected to plan, prepare and assess the learning if they are covering the class in the absence of the teacher. They will follow the same guidance as teachers as described in this policy. Often an identified group of children are the focus of assessment for each lesson and they will receive more detailed comments, the rest of the class may receive an acknowledgement that the HLTA has seen their by initialling it.

Monitoring, Evaluation and Review

Our AfL, Marking and Feedback Policy will be monitored and evaluated by the Senior Leadership Team and named Learning Team Link Governors. It will be reviewed at the same time as the school Assessment, Recording and Reporting Policy.

Marking Policy- Document Status			
Date of Policy Creation	September 2014	Named Responsibility	Carol McQuiggin
Reviewed on	September 2024	Named Responsibility	Samantha Hill Clair Pollitt
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