Bushey Heath Primary School
Feedback, Marking and Assessment Policy

A vibrant school inspiring children to realise their potential

Introduction
This Policy outlines the purpose, nature and management of feedback, marking and assessment at Bushey Heath Primary School.

It ensures a whole school approach and provides a clear outline of assessment techniques used in order to ensure that feedback, marking and assessment are used as tools to inform planning, to track pupil progress and to raise standards.

Bushey Heath Primary School recognises the importance of feedback, marking and assessment as part of the teaching and learning cycle and aim to maximise the effectiveness of its use and practice.

We are mindful also of the workload implications of written marking and the research surrounding effective feedback and assessment.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and the ASCL guidance: Marking and Feedback.

What are the core principles which guide our policy?
The school employs a robust marking and assessment policy centred on the immediate capture of vital learning indicators children exhibit throughout the school day. This comprehensive approach involves various tools such as whiteboards, Assessment and Learning Sheets, and Teaching and Learning Conferencing Tables, as well as a strong emphasis on children's self-assessment and peer evaluation. By continuously gathering assessment data, and using this information to adapt teaching practices, throughout the school day, the teaching and learning staff ensure that lessons can be dynamically adjusted, planning remains reflective and responsive, and children are empowered to make steady and confident progress in their learning journey. This approach enhances the overall quality of education and children's development within the school.

The quantity of feedback, marking and assessment should not be confused with the quality. The sole focus of feedback, marking and assessment should be to further children's learning which progresses and achieves across all subjects.

This policy aims to shrink the importance marking has gained over other forms of feedback and stop unnecessary and burdensome practise.

Feedback, marking and assessment should be meaningful, manageable and motivating.

Evidence of feedback, marking and assessment is incidental to the process; we do not provide additional evidence for external verification. The success of our policy will be evidenced through the progress in our children's learning.

Feedback, marking and assessment should promote self-assessment and self-editing, whereby pupils critically evaluate their own learning and are proactive in improving their work rather than passive recipients of teacher feedback. It should empower the children in their learning, through involving them in self-assessment, peer assessment and ongoing dialogue about their strengths and next steps.

What do we mean by feedback?

Feedback is information given to the learner and/ or teacher about the leaner's performance relative to learning goals or outcomes. It should aim to (and be capable of) producing improvement in students learning.

Feedback redirects or refocuses either teachers or the learners' action to achieve a goal, by aligning effort and activity with outcome.

It can be about the output of the activity, the process of the activity, the students' management of their learning or self- regulation, or them as individuals.

This feedback can be verbal or written, or can be given throughout the test or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

Feedback:
'Feedback delivered closest to the point of action is the most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.

Feedback is provided to both teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments.

Feedback is a part of the school's wider assessment process which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.'

Educational Endowment Foundation

What do we mean by Marking?
Marking: Marking or scoring is the process of awarding a number, a symbol or a recognised grade to represent the level of student learning achievement, recognises good work or effort and identifies mistakes or errors.

As a rule, marking applies to students' level of performance in individual assessment tasks, not to overall achievement in a course or teaching unit.

The difference between 'errors' and 'mistakes'
An important distinction needs to be made when assessing and marking between errors and mistakes.

A 'mistake' is something a pupil can do, and does normally do correctly, but has not on this occasion.

If a student is judged to have made a mistake (basic skills mistake e.g. spellings, number facts) this should, where deemed appropriate, be marked as incorrect, but the correct answer should not be provided. Studies have found that providing the correct answer to mistakes was no more effective than not marking at all.

An error occurs when a pupil answers a question about something that they have not mastered or understood.

According to the Education Endowment Report, simply marking errors incorrect (as if it were a mistake) would be ineffective, as pupils would not have the knowledge to work out what they have done wrong.

How we mark
All pupils work should be reviewed by teachers at the earliest opportunity so that it might impact any future learning. When work is reviewed it should be acknowledged in books.

Written comments are discouraged, unless being done in the presence of the child to explain a concept. We believe that trying to correct and error through written comments at the end of a lesson is not conducive to moving the child's learning on and significantly increases teacher's workload.

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, a working party of teachers at Bushey Heath Primary School has investigated alternatives to onerous written marking which can provide effective feedback in line with the EEFs recommendations, and those of the DfE's expert group which emphasises that marking should be meaningful, manageable and motivating**.**

What do we mean by Assessment?
Formative and Summative Assessment:
Formative assessment is a range of formal and informal **assessment** procedures conducted by teachers during the learning process in order to modify teaching and learning activities to secure improved student attainment. Formative Assessment takes place continually during the school day – observing, marking, self-assessment, peer assessment, dialogue and discussion.

Summative assessment: The goal of **summative assessment** is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. This can include but is not limited to, a formal test or completion of a given task.

We remain committed to ensuring accurate and robust assessments, and therefore tests can be used to support teachers in deciding how well skills have been mastered. Tests may be used to support maths; reading comprehension; phonics; and writing, grammar, punctuation and spelling.

The school believes that preparing children face more formal assessment situations, with time constraints and strict criteria, with confidence is an important life skill.

Level judgements are made using all ongoing pupil evidence: for example, guided reading records, all learning within Maths and English books, as well as the application of these skills within foundation subjects. More than ever before, the main purpose of all assessment is to inform medium term planning and weekly planning based on pupil needs.

Based on a combination of both formal and summative assessment, the school will be reporting pupil's attainment in relation to the age-related expectations of the National Curriculum. We will use language as follows to do this:

- [Name] is working below the standards expected for his/ her age in [Year X]'
- [Name] is working towards achieving the standards expected for his/ her age in [Year X]'
- [Name] is working within the standards expected for his/ her age in [Year X]'
- [Name] is working beyond the expectations for [Year X]'

We will always verbally give any messages about pupils' attainment and progress throughout the school year, so there will never be a surprise within the written reporting.

Feedback, marking and assessment the Practical Application
Teachers gather feedback and assessment that enables them to adjust their teaching both within and across sequence of lessons.

During the lesson and at the end of each lesson, children will review and reflect on their work, record their self-assessment and peer assess, against given criteria.

The key element to the new marking approach is to start with the assumption that all children can work independently given prior input. Then the teacher may increase the amount of intervention only if the pupil is unable to proceed further. The teachers will ensure children are given time to solve problems, find solutions and correct their own mistakes and error. **This is when deeper learning takes place.** 'Steps to Success' stickers are placed in children's books, where appropriate, to aid children in their own and peer evaluation.

After a lesson, the teacher will look through the pupil's books identifying:

- common errors and misconceptions and common mistakes
- errors and mistakes specific to individual children
- work to praise and share
- children who need more support or challenge
- issues relating to handwriting or presentation

Teachers tick each piece of work to acknowledge that it has been assessed. They use the school's coding system to highlight mistakes (appendix A).

Whilst looking through the books, teachers make notes on the 'Assessment for Learning Sheet'. Here is an example of what one might look like when finished:

Work to praise and share	Need further support or challenge
FB – excellent vocabulary choices HP– great use of adjectives (show under visualiser) SD – excellent sentence structure (show under visualiser)	SL – expanded noun phrases TR – struggled to finish HG JF and KM to work with Mrs P: noun/ verb agreement
Presentation/ handwriting	**Common mistakes**
GH JM DG Handwriting group needed – focus on letter 'f' formation	Spelling: confusion over their and there Formation of 'f' and 's's Spelling of February – missing 'r'
Common errors and misconceptions and next lesson notes	
Correct placement of commas in a list – warmup Children were able to use adjectives to create interesting sentences - the children were confusing tenses: Recap tenses tomorrow – whole lesson activity Give children time to correct spellings - dictionary practise at beginning of next lesson- focus on 'there' etc. Handwriting lesson on Monday to focus on 'f' 'S' formation	

The teacher uses this sheet to inform their next lesson, direct intervention groups and plan individual support.

The start of the next lesson may begin with the teacher sharing the best work (perhaps using a visualiser), identifying common mistakes in basic skills (e.g. spellings, number facts) and then addressing common misconceptions/ errors that have been identified.

This session is flexible in how long it takes. A mistake may be addressed in 10 minutes, with children being given time to go back over their work to correct / edit mistakes. Errors and misconceptions could take a whole lesson to address or may require intervention groups to be established to work with particular children or groups.

In Summary

The school's aim is to ensure the children are provided with timely and purposeful feedback that furthers their learning and engagement in the assessment process.

Bushey Heath Primary School is committed to providing our children with and exciting, rich, broad and balanced curriculum whilst striving for academic excellence. We believe this policy will help our teachers achieve this aim.

Early Years

Please refer to the Early Years Scheme, which details all aspects of formative and summative assessment for Nursery and Reception.

Sources
Andrew Percival @primarypercival
Edgewood Primary School
Bedford Free School
Educational Endowment Foundation
Ramblings of a Teacher
Confessions of a Primary Headteacher
ASCL Guidance: Marking and Feedback

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Headteacher:	Penny Barefoot
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Reviewed by:	Full Governing Board

KS1 & KS2

✓✓   HIGHLIGHTS SUCCESS

GREEN – HIGHLIGHTS ACTION OR CORRECTION REQUIRED

SP	SPELLING X 3
T	INCORRECT TENSE
P	PUNCTUATION
Fsp	FINGER SPACE REQUIRED
Fst	FULL STOP
CL	CAPITAL LETTER
G	GRAMMAR
S	SENSE
R	REPETITION
VF	VERBAL FEEDBACK
HW	HANDWRITING NEEDS IMPROVING
UL	UNDERLINE YOUR LEARNING OBJECTIVE

KS2 MARKING ONLY

ASK	SPEAK TO THE TEACHER
N	NEATLY PLEASE
C	CORRECTIONS NEEDED

EYFS

RECEPTION

✓✓   HIGHLIGHTS SUCCESS

GREEN – HIGHLIGHTS ACTION OR CORRECTION REQUIRED

SP	SPELLING
P	PUNCTUATION
Fsp	FINGER SPACE REQUIRED
Fst	FULL STOP
CL	CAPITAL LETTER
VF	VERBAL FEEDBACK

NEXT STEPS

- ALL WORK SHOULD HAVE 1 SUCCESS AND 1 ACTION
- PLANS WILL BE ANNOTATED ACCORDINGLY

NURSERY

NEXT STEPS

SUPPORT LEVEL

SC	SCRIBED
CT	CLASS TEACHER SUPPORTED
TA	TEACHING ASSISTANT SUPPORTED
I	INDEPENDENT

ADDITIONAL MATHS SIGNS

1dps	1 DIGIT PER SQUARE
L	USE A CARRY LINE
UN	SHOW THE UNIT
RQ	REREAD THE QUESTION