MARKING & FEEDBACK POLICY

Introduction
Assessment, both formative and summative, is an integral part of ensuring pupils achieve their potential. We strive to ensure that all pupils make appropriate progress and have the knowledge and skills to face the challenges they will be set in later life.

Teachers need to know current achievement, how to move pupils to the next level, to know if they are making good progress and what can be done about it if they are not. Information on attainment throughout the school is necessary to ensure that all resources are targeted appropriately and adjusted as needs change.

Aims of this policy
➤ To establish guidance for staff on the way work is marked and feedback is given.
➤ To ensure that pupils are challenged and their achievements are celebrated.
➤ To ensure that feedback is clear, relevant and useful to the pupil.
➤ To support pupils in extending and improving their learning, and to support staff to become better informed about pupil progress.

Principles and Approaches
SCA has a values-driven curriculum. We promote the values of:
➤ Listening
➤ Moral Purpose
➤ Trust and Respect
➤ Supporting Innovation
➤ Integrity
➤ Communication
➤ Building Confidence
➤ Empathy
➤ Collaboration

Additionally, at **Riverside Meadows Academy** we value the approach embodied by Assessment for Learning (AfL), that is '*the process of seeking and interpreting evidence for use by learners and their teachers to decide where learners are in their learning, where they need to go and how best to get there.*' (Assessment Reform Group, 2002)

Marking and feedback approaches that are consistent with the principles of AfL give pupils the criteria to meet the next step in their learning. Therefore they:
➤ are focused on pupil learning;
➤ are based on shared learning objectives;
➤ are given periodically and selectively;
➤ are positive in tone and accessible by all pupils;
➤ are supportive of achievement in all its forms;

- ➤ aid pupils to improve their work;
- ➤ promote learner confidence;
- ➤ including opportunities to develop peer and self-assessment skills;
- ➤ inform future planning.

Feedback is also a vehicle for celebrating success, developing self-esteem, encouraging reflection and developing resilience to constructive criticism. It is most effective when it is a two-way process of dialogue. Correspondingly, pupils need to be given time to consider any feedback provided, and where appropriate encouraged to ask for clarification if they don't understand.

For the majority of our pupils, feedback needs to be immediate and related to the learning objective. Where learners benefit from a more practical or sensory approach, formal written feedback may not be appropriate.

It is important for all pupils, regardless of age, to have verbal feedback from a member of the teaching team during or immediately after a task. We recognise that feedback may be about any aspect of a pupil's time at school, including work, play and social interactions.

Achievement and effort should be rewarded by means which are motivating to the learner, including, but not limited to, smiles, verbal praise, positive body language and stickers. Staff may annotate the work of, or photographs of, pupils; additionally, short, narrative observations or 'pupil pursuits' may be undertaken.

Organisation
For our *pre-formal* learners, feedback should help them to identify the learning outcome and celebrate success. Where appropriate, the next step may be identified.

For our *semi-formal* learners, feedback needs to be related to the learning outcome, and focus on both their achievements and their next steps.

For our *formal* learners, feedback should be given to the pupil in relation to the learning outcomes and next steps; where appropriate this should also be recorded on their work. Feedback should support pupils to be clear about what they need to do in their next piece of learning. Where appropriate, pupils should be encouraged to respond to written feedback, either verbally or by writing a reply.

Additionally, in the Early Years Foundation Stage, practitioners need to be mindful of the Characteristics of Effective Learning.

Objectives and Outcomes
Feedback may be *summative* (focusing on the end product) or *formative* (focusing on the process). In both cases, feedback should always relate to the learning objectives. Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention.

Learning Objectives – we should not expect pupils to second guess the purpose of a lesson. Learning Objectives are what the pupils will learn. A learning objective describes the learning and not the task, and should generally be made explicit at the start of a session.

Effective learning objectives:
- ✓ focus on learning;
- ✓ focus on one key aspect from knowledge, understanding or skill;
- ✓ use simple child-friendly language.

Learning Outcomes – are used to check that progress has been made during, and at the end of, a session. They detail how pupils will demonstrate their learning, summarise the key steps (method) needed in order to fulfil the learning outcome.
Outcomes should avoid repeating the objective e.g – objective: to write instructions to make a Roman shield; outcome: steps written in the correct (chronological) order.

Effective learning outcomes:
- ✓ are specific to the activity for achieving learning objective;
- ✓ detail information about teacher expectations;
- ✓ are precise and measurable with the lesson;
- ✓ use simple child-friendly language;
- ✓ are referred to explicitly in during the lesson.

Annotation

Written feedback needs to be clear, concise and provide context. Work or evidence require a date and learning objective.

The level of support required by the pupil should be indicated:
- ✓ Fully independent – I
- ✓ Some support required – V (verbal) P (physical or gestural) prompts
- ✓ 1-1 support

The learning objective should be annotated to indicate if the pupil has met the required outcomes:
- ✓ Achieved consistently & independently – A
- ✓ Achieved, but improvement needed – a
- ✓ Gaining skills/understanding – g
- ✓ Work unfinished/not attempted – u

Where appropriate, brief details of how the pupil met the objective, and the next steps in learning, should be noted.

It is important that marking codes are applied consistently and systematically. Where additional marking criteria exist, a copy of these should be placed in the cover of pupil's workbooks.

Monitoring and Evaluation

To plan for good learning teachers need to be aware of existing knowledge, understanding and areas of weakness.

Pupils new to school will be baselined by teachers. This will be mainly through teacher assessment, but other tools are available, including, but not limited to, the Salford Sentence Reading Test and New Group Reading Test.

Curriculum targets are set at the beginning of the Autumn Term by the class teacher and a member of SMT, and reviewed across the year through pupil progress meetings and data analysis.

Effective making and feedback is monitored and evaluated systematically by the Trustees, Senior Management Team, subject leaders and class teachers to ensure that the principles and aims of this policy are being realized in practice across the school.

Work scrutiny, moderation and learning walks, are undertaken on a planned schedule by middle and senior leaders to ensure that standards are maintained in accordance with school expectations.

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APPENDIX I

Peer & Self-Assessment

We have very high expectations of our learners and believe that they are capable of taking control of their own learning.

Self and peer assessment are important aspects of AfL practice. Research (such as Falchikov, N. (2005) *Improving Assessment Through Student Involvement*: Routledge, London) shows that assessing their own work or that of others can help learners develop their understanding and make more progress through active engagement and understand what is considered good work and why.

Self-assessment is the involvement of learners in identifying standards and/ or criteria to apply to their work, and making judgments about the extent to which they have met these criteria and standards and it involves them in the process of determining what is 'good work'.

As pupils become more confident, they should be supported to discuss their own work, evaluate it and provide suggestions for improvement. This can include verbal discussion between pupil and staff, or by pupil placing a tick, smiley face or written comment next to the learning objective.

Peer Assessment is where learners use criteria and apply standards to the work of their peers in order to evaluate that work and provide suggestions for improvement.

This can include pupils swapping work and being guided by staff to search for positive attributes in the work of a peer. Pupils should show recognition of such attributes through verbal feedback to a group or the class. Pupils who are capable of doing so could write a positive comment on a peer's work or place a tick or smiley face next to the learning objective followed by their own initials or name.

Both self and peer assessment are formative processes, which encourage the development of reflective skills allowing learners to consider their own performance and to identify their strengths, weaknesses, and areas that require improvement.