



Feedback, Assessment and Marking Policy



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# Feedback, Assessment & Marking Policy

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## 1.0 Rationale

The purpose of feedback, assessment and marking at Avonwood is to improve learning outcomes: to deepen children's understanding, to encourage positive learning behaviours and to sharpen children's skills. We are mindful of the workload implications (DfE, 2016), the research around effective feedback (EEF, 2018) and the principles of responsive teaching (Fletcher-Wood, 2018). We believe that the activities in this policy are essential components of helping all children to achieve their very best.

## 2.0 Activity Categories

### 2.1 Formative Feedback

Feedback at Avonwood aims to help children improve as learners. Beyond improving specific pieces of work, responsive teaching at our school aims to secure learning that travels with the child. [See section 6.1 for guidance on our approach to conferencing](#), part of our formative feedback in writing.

#### Formative feedback principles

- ⇒ Redirect or refocus the teacher's delivery or child's actions to achieve a goal.
- ⇒ Be precise and focussed so that it is purposeful.
- ⇒ Be specific, accurate, clear and ambitious.
- ⇒ Tell children that they are receiving feedback:
- ⇒ Specify an action that the child needs to complete.
- ⇒ Provide time to complete that action.

#### Teacher scripts: framing pupil voice

Moments of feedback are precious and this should be made clear to children by signposting when feedback is being delivered.

To make the feedback process explicit we have a three-step process:

- ⇒ Step 1: signpost feedback → example script: *"I am now going to give you feedback."*
- ⇒ Step 2: highlight success → example script: *"You have been successful at..."*
- ⇒ Step 3: provide action step → example script: *"To improve, your next steps are..."*



## The role of high expectations (T&L Pillar 1)

Teachers use edtech tools such as visualisers and iPads to augment effective verbal feedback through **high expectations** (see our Pillar 1 of our T&L Policy and Toolkit).

Pillar 1 > Strand 2 > High Expectations		
Teacher Presence	What Good Looks Like	Public Praise
<p><b>1.2.1 High Expectations</b></p> <ul style="list-style-type: none"> <li> Radar: be seen looking</li> <li> Position yourself to visibly scan the whole room.</li> <li> Reinforce positive behaviour.</li> <li> Wait until all children are on board.</li> </ul> <p>Teacher Presence   What Good Looks Like   Public Praise</p>	<p><b>1.2.2 High Expectations</b></p> <ul style="list-style-type: none"> <li> Prepare a teacher WAGOLL.</li> <li> Visualisers for peer WAGOLL.</li> <li> Working Walls: scaffold &amp; showcase success.</li> </ul> <p>Teacher Presence   What Good Looks Like   Public Praise</p>	<p><b>1.2.3 High Expectations</b></p> <ul style="list-style-type: none"> <li> Use positive praise to promote our Avonwood culture.</li> <li> Praise effort and success, making the link explicit.</li> <li> Identify improvement in learning.</li> </ul> <p>Teacher Presence   What Good Looks Like   Public Praise</p>

## The role of questioning (T&L Pillar 3)











Formative feedback, or live feedback, happens within the lesson as a result of teachers **systematically questioning** (see our Pillar 3 of our T&L Policy and Toolkit).

Pillar 3 > Strand 2 > Questioning		
Range	No Opt Out (Ping Pong)	Full Sentence Responses
<p><b>3.2.1 Questioning</b></p> <p><b>Cold Calling</b></p> <p>Closed questions: yes or no?</p> <p>Clozed questions: a square has 4 equal ____?</p> <p>Open questions: how do you know?</p> <p>Reverse engineering: what was the question?</p> <p>Range   No Opt Out   Full Sentence Responses</p>	<p><b>3.2.2 Questioning</b></p> <p>Question: child unable to answer. </p> <p>Ping: ping same question to peer</p> <p>Pong: pong same question back to first child.</p> <p>Range   No Opt Out   Full Sentence Responses</p>	<p><b>3.2.3 Questioning</b></p> <p>Full sentences. </p> <p>Choral responses. </p> <p>Subject-specific vocabulary. </p> <p>Range   No Opt Out   Full Sentence Responses</p>



## The role of checking for understanding (T&L Pillar 3)

Formative feedback, or live feedback, happens within the lesson as a result of teachers **systematically checking for understanding** (see our Pillar 3 of our T&L Policy and Toolkit).

Pillar 3 > Strand 3 > Checking for Understanding											
Gap	A.C.E. it!	Responsive Teaching									
<div>3.3.1 Check For Understanding (CFU)</div> <div>Assimilation gap: establish what has been understood.</div> <div>Respond to gaps in understanding.</div> <div>Move on when &gt;80% understand.</div> <div>Gap   A.C.E. It!   Responsive Teaching</div>	<div>3.3.2 Check For Understanding (CFU)</div> <table><tr><td></td><td><b>A</b></td><td>Ask 'what have you understood?'</td></tr><tr><td></td><td><b>C</b></td><td>Choose a visible response</td></tr><tr><td></td><td><b>E</b></td><td>Employ 'ping pong'</td></tr></table> <div>Gap   A.C.E. It!   Responsive Teaching</div>		<b>A</b>	Ask 'what have you understood?'		<b>C</b>	Choose a visible response		<b>E</b>	Employ 'ping pong'	<div>3.3.3 Check For Understanding (CFU)</div> <div>Use hinge questions to reveal 80% success threshold:</div> <div><div><div>✓ Multiple Choice</div><div>✓ Partially-worked example</div><div>✓ Short Answer questions</div></div><div></div></div> <div>Gap   A.C.E. It!   Responsive Teaching</div>
	<b>A</b>	Ask 'what have you understood?'									
	<b>C</b>	Choose a visible response									
	<b>E</b>	Employ 'ping pong'									

## The role of plenaries (T&L Pillar 4)

Teachers use tech tools such as visualisers and iPads to augment effective verbal feedback through **actionable feedback** (see Pillar 4 of our T&L Policy and Toolkit).

Pillar 4 > Strand 3 > Actionable Feedback	
Feedback	Plenaries
<p><b>4.3.1 Actionable Feedback</b></p> <p>'Pit Stop' mini-plenary if an error has been spotted more than twice.</p> <p>Use <b>whole class feedback</b> to spotlight a misconception or an aspect to improve upon.</p> <p>Feedback models the desired improvement.</p> <p>Children are then provided with <b>time to take action</b>.</p> <p>Feedback   Plenaries</p>	<p><b>4.3.2 Actionable Feedback</b></p> <p><b>Plenaries</b> summarise &amp; position the new learning in the 'big picture' (see 3.1: Zoom In, Zoom Out).</p> <p>Plenaries provide <b>structured reflection</b> opportunities.</p> <p>Plenaries provide <b>generative reflection</b> opportunities.</p> <p>Feedback   Plenaries</p>



## 2.2 Summative Assessment

Summative assessment refers to a range of tests and quizzes that we use to gauge whether children know more and can remember more at the end of a learning journey.

### Examples of summative assessment

- Statutory assessments:
  - Reception Baseline (EYFS)
  - Year 1 Phonics
  - MTC: Multiplication Tables Check (Year 4)
  - KS2 SATs (Year 6)
- Mock SATs for Year 2 & Year 6
- Annual 'No More Marking' writing moderation
- Termly writing assessments: UL Writing Assessment grids are used to substantiate and moderate teacher assessments when
  - Teachers require moderation support (for example, this could be an early career teacher or a teacher who is new to the school)
  - Children are on the cusp of an attainment band (i.e. a child has a prior attainment band of working towards but has made good progress towards the expected standard)
  - Spring: this looks different in Year 2 & Year 6 where the expectation is that all individual children are moderated from Spring onwards
  - Summer writing moderation: cross year group moderation takes place before end of year teacher judgements are agreed
- Termly PIRA (reading) and PUMA (maths) tests for Years 1-5
- Weekly times tables quiz for Years 3-5
- Bi-weekly arithmetic tests for Years 3-4; weekly in Year 5-6
- Pre => Post unit quizzes in Science, Geography and History
- Post unit quizzes in Computing (Year 4, 5 and 6).

The retrospective data that these activities provide is used to inform future curriculum prioritisation (planning tweaks) and intervention decisions (vulnerable individuals and groups who are underperforming compared to their peers and their prior attainment).



## 2.3 Written Marking

Effective written marking has implications for workload: it requires teacher reflection, thought, effort and time. As high-tariff teaching activity, it is crucial that written marking has an impact on children. This looks slightly different across the curriculum and we have organised our approach to written feedback into three main areas: maths, writing and the wider curriculum.

### Written feedback in **maths**

Formative feedback is particularly important in maths and summative assessment is used extensively in this area of the curriculum, therefore written feedback functions primarily to indicate adults have checked children's work.

[See Section 3 for the progressive maths marking table.](#)

### Written feedback in **writing**

Written feedback is most significant in writing; teachers are expected to adhere to the age-related marking guidelines and children are expected to respond in the curriculum time provided. As such, books should demonstrate the impact of written feedback: teacher time should translate into child progress.

[See Section 4 for the progressive writing marking table.](#)

### Written feedback in the **wider curriculum**

Written feedback is used to help track progress and attainment in wider curriculum areas, including Science. This helps teachers compile accurate reports to parents and inform planning and teaching decisions.

[See Section 5 for the progressive wider curriculum marking table.](#)







## 3.0 Maths Marking Table

Maths has the lightest written marking as formative feedback is particularly important; summative assessment is used extensively in this area of the curriculum.

Year Group	Expectations
EYFS	<p><b>Perfect Pink / Better Blue:</b></p> <ul style="list-style-type: none"> <li>- Success criteria that is achieved is highlighted in pink/blue</li> </ul> <p><b>Concrete / Pictorial / Abstract (CPA):</b></p> <ul style="list-style-type: none"> <li>- Adults record how the child accessed the learning by ticking the CPA grid on the lesson title</li> </ul> <p><b>Golden Acorn tasks:</b></p> <ul style="list-style-type: none"> <li>- Marked with green pen during small group independent practice</li> </ul>
Key Stage 1	<p>White Rose Maths <b>Workbooks:</b></p> <ul style="list-style-type: none"> <li>- Y1: Adult marking in green pen when circulating; date stamped in workbook by teacher</li> <li>- Y2: as KS2 (see below)</li> </ul> <p><b>Maths journal:</b></p> <ul style="list-style-type: none"> <li>- Used for non-workbook lessons and Golden Acorn tasks</li> <li>- Lesson titles are printed with a 'w/b' (week beginning) date</li> <li>- Lesson titles are printed 'G' (Guided) for teachers to circle as needed</li> <li>- Printed weekly Golden Acorn tasks also have 'w/b' date and 'G'</li> </ul>
Key Stage 2 ( <a href="#">see section 6.3 for more detail</a> )	<p>White Rose Maths <b>Workbooks:</b></p> <ul style="list-style-type: none"> <li>- Date should be written below the title by children (<a href="#">see 6.3</a>)</li> <li>- Peer/self marking in purple pen</li> <li>- Adult acknowledgement by green tick</li> <li>- Some questions marked by adult when circulating.</li> </ul> <p><b>Maths journal (see photo in Appendix 6.2):</b></p> <ul style="list-style-type: none"> <li>- Used for non-workbook lessons and <b>Golden Acorn</b> tasks</li> <li>- <u>Short date</u> underlined with ruler</li> <li>- <u>Lesson title</u> from workbook, underlined with ruler</li> <li>- <u>Page number</u> from workbook, underlined with ruler.</li> </ul>

Marking Code	Explanations
n/a	Independent: work is taken as independent by default; no "I" code is necessary
	Guided: work that is supported by an adult (teacher or TA) is indicated by a capital "G"
	Verbal Feedback: where an adult has given specific feedback or guidance for a particular question, this is indicated by "VF" in a circle



## 4.0 Writing Marking Table

Written feedback is most significant in writing; teachers are expected to adhere to the age-related marking guidelines and children are expected to respond in the curriculum time provided. As such, books should demonstrate the impact of written feedback: teacher time should translate into child progress.

Year Group	Expectations
EYFS	<p>Weekly marking: 1 piece of book work per week marked using the EYFS marking code (<a href="#">see section 6.2</a>):</p> <ul style="list-style-type: none"> <li>- Printed learning goal and steps to success in books</li> <li>- Marking completed in green pen</li> </ul>
Year 1 Year 3 Year 4 Year 5	<p><b>Daily marking:</b></p> <ul style="list-style-type: none"> <li>- ✓: green tick to indicate teacher acknowledgement.</li> </ul> <p><b>Steps to success:</b> displayed on Working Wall and/or flip chart.</p> <p><b>Code used for independent editing:</b></p> <ul style="list-style-type: none"> <li>- P: punctuation</li> <li>- T: tense</li> <li>- C: capitals</li> <li>- ↑: next step</li> <li>- etc. (see section 6.2)</li> </ul> <p><b>Written comments:</b></p> <ul style="list-style-type: none"> <li>- At least every 3 weeks (2x per half term): end of every big piece</li> <li>- <b>Perfect pink:</b> impressive content highlighted in pink</li> <li>- <b>Better blue:</b> areas to develop highlighted in blue</li> <li>- Poor vocabulary choices</li> <li>- Poor sentence structure</li> <li>- Grammar: homophones</li> <li>- Lack of standard English</li> <li>- ✓: green tick =&gt; positive comment or something that was executed well.</li> <li>- ↑: green next step arrow =&gt; identifying a composition skill that is not yet embedded. <b>Written on the draft.</b></li> <li>- Next step examples: <ul style="list-style-type: none"> <li>⇒ Sentence structure</li> <li>⇒ Subordinating/Coordinating conjunctions</li> <li>⇒ Tense</li> <li>⇒ Metaphorical language</li> </ul> </li> </ul>
Year 2 & Year 6	<p>The above guidance applies fully during the Autumn Term.</p> <p>Spring Term onwards: writing is marked within the boundaries of statutory guidance; the guidance above applies when within statutory guidance.</p>

Marking Code	Explanations
See Appendix 2 ( <a href="#">see section 6.2</a> )	<p>There is an English writing code poster stuck in the front of Writing books.</p> <ul style="list-style-type: none"> <li>- Symbols are written above error in KS1, Autumn Term Year 3 and SEND children in KS2.</li> <li>- Symbols are written in the margin for KS2.</li> </ul>



## 5.0 Wider Curriculum Marking Table

Written feedback is used to help track progress and attainment in wider curriculum areas, including Science. This helps teachers compile accurate reports to parents and inform planning and teaching decisions.

Year Group	Expectations
EYFS	<p>Written feedback is not appropriate for the wider curriculum (Continuous Provision) in Reception.</p> <p>Progress is monitored through:</p> <ul style="list-style-type: none"><li>- Learning journals: Evidence Me</li><li>- iPad observations.</li></ul>
Year 1 to Year 6	<p><b>Science, Geography, History, RE:</b></p> <ul style="list-style-type: none"><li>- Assessment grids are stuck in the front of books (pending for RE)</li><li>- Assessment grids show all the unit learning objectives with adjacent columns for RAG rating</li><li>- ✓: green tick is used to indicate attainment for that learning objective on the assessment grid</li><li>- Red: emerging</li><li>- Amber: partially achieved</li><li>- Green: achieved</li></ul> <p><b>Art, DT &amp; PSHE:</b></p> <ul style="list-style-type: none"><li>- ✓: children's work is acknowledged by green tick</li><li>- APE points may be awarded for exceptional work.</li></ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"><li>- Where appropriate, children's work is self-marked with a purple pen</li><li>- Teachers may mark with a green pen when necessary</li><li>- APE points may be awarded for exceptional work.</li></ul>



## 6.0 Appendices

### 6.1 Appendix 1: English Writing Conferencing

#### **Conferencing rationale:**

Conferencing is a part of our formative feedback in Writing. Feedback at Avonwood aims to help children improve as learners. Beyond improving specific pieces of work, responsive teaching at our school aims to secure learning that travels with the child.

#### **Formative feedback principles ([see section 2.1](#)):**

- ⇒ Redirect or refocus the teacher's delivery or child's actions to achieve a goal.
- ⇒ Be precise and focussed so that it is purposeful.
- ⇒ Be specific, accurate, clear and ambitious.
- ⇒ Specify an action that the child needs to complete.
- ⇒ Provide time to complete that action.

#### **Formative feedback framing ([see section 2.1](#)):**

- ⇒ Step 1: signpost feedback → example script: *"I am now going to give you feedback."*
- ⇒ Step 2: highlight success → example script: *"You have been successful at..."*
- ⇒ Step 3: provide action step → example script: *"To improve, your next steps are..."*

#### **Conferencing structure:**

- ⇒ Focus on Bottom 20% and 'cusp' children (border of GDS or EXS).
- ⇒ Maximum 10mins per child focusing on moving learning forward.

#### **Frequency:**

- At least 1x per unit for focus children: conferencing will take place approximately twice a half term for focus children
- Mapped into UL Writing medium term plan.

#### **How conferencing works in the lesson:**

- Teacher identifies key focus children conference ahead of drafting/editing lesson
- Teacher ensures SEND are able to make a start
- Teacher spends ~10mins conferencing per child
- Teacher provides feedback on current piece of work:
  - ⇒ Praise successes giving feedback on specific areas of success
  - ⇒ Mark transcription (handwriting, spelling and grammar) but don't focus on these skills
  - ⇒ Recap individual target
  - ⇒ Describe current area of focus: one specific area
  - ⇒ Provide an immediate application task: one specific action.

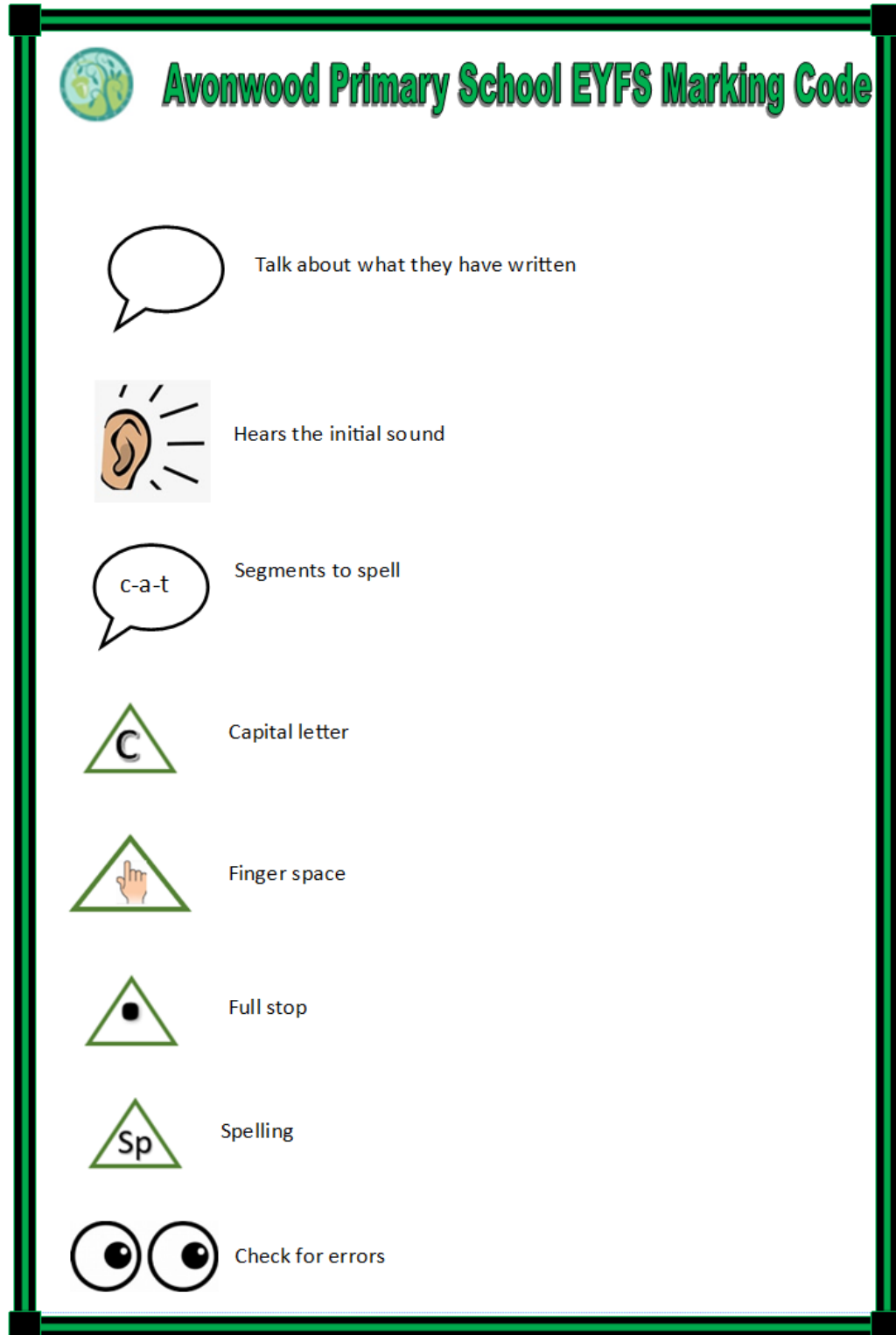
#### **Use of additional adults:**

- Teaching Assistants may work with small groups giving conferencing-style feedback around particular transcription skills (handwriting, spelling and grammar).




6.2 Appendix 1: English Writing Code posters

EYFS Poster:













KS1 Poster:




### Avonwood Primary School KS1 Marking Codes





	Spelling
	Capital Letter
	Full Stop
	Finger Space
	Missed Word
	Perfect Pink
	Better Blue
	Edit & Improve



KS2 Poster:



### Avonwood Primary School KS2 Marking Codes

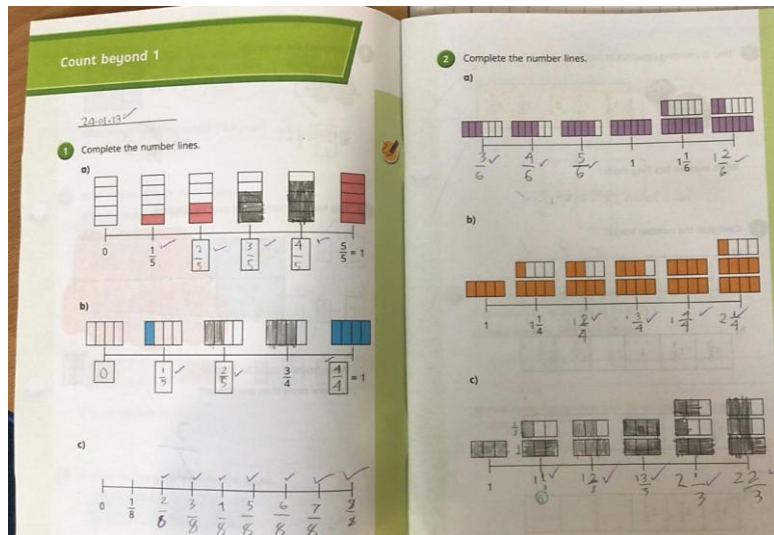
<b>Sp</b>	Spelling Error
^	Missed Word
<b>C</b>	Capital Letter
//	New Paragraph
<b>P</b>	Missed Punctuation/Error
<b>T</b>	Tense
	Pupil Edit & Improve
	Perfect Pink
	Better Blue
	Attitude, Presentation, Effort and Earth Charter



### 6.3 Appendix 3: maths presentation

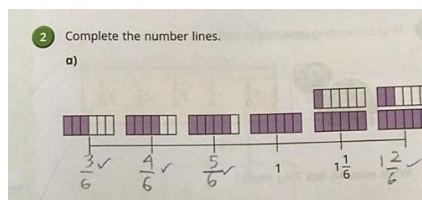
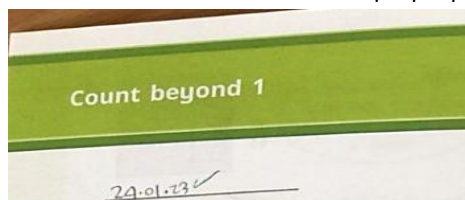
White Rose workbook presentation:

- The short date should be written below the title.
- When the lesson is finished, maths books and WR workbooks should be tucked into one another (spine-to-spine) and stored neatly together.



White Rose workbook marking (Y2-Y6):

- Teacher should tick the short date to show work has been checked every day.
- Children can self-mark with a purple pen.



Golden Acorn challenges in maths journals:

- Short date underlined / Lesson title underlined / Workbook page numbers underlined.
- Golden Acorn 'logo' on challenge tasks.

