

# **Assessment for Learning - Pupil Marking, Feedback and Presentation Policy**



At Ranelagh, children should be provided with feedback - verbal and written to ensure that they make the best possible progress, are well motivated, have good self-esteem and clear direction.

Feedback aims to:

- Show recognition of excellence.
- Provide a diagnostic, age appropriate analysis of the learning standards of the pupils' understanding and achievements.
- Be POSITIVE – when the learning reflects the child's best attempt, honest, up-to-date and consistent.
- Be linked to specific learning objectives and provide guidance on how pupils can be moved on to the next stage of development.
- Allow pupils an opportunity to reflect upon their learning, respond and edit their work as part of the learning process.
- Allow pupils to see the quality of their written work.
- Should be succinct, and have an impact on the learning.
- For foundation subjects, it is important to think about the understanding of the subject area and not solely the development of English skills.

### **Procedures for Feedback:**

See Appendix 1

### **Written feedback:**

- Although work will have a clear focus to provide feedback, it is essential that basic and consistent punctuation and spelling errors are addressed. A self-checking and peer marking routine is vital if consistent errors are to be avoided.
- Children should always be encouraged to set out work neatly with good handwriting and proper formation of letters. Letters and numbers formed incorrectly must be corrected and practised.
- Early writers (in all year groups) need to see the teacher model a part of their work with clear emphasis on the correct punctuation and spelling. Children may write this underneath as additional pencil control practice.
- Children should be encouraged to edit and re-draft their work in writing to improve standards, reinforce understanding or for display purposes.
- Any written work for display should be corrected and re-written to ensure that it is the child's best work and that all spelling, punctuation and grammar are appropriate to the child's age. Where children are emergent writers, words may be phonetically spelt. At key stage 2 all display work must be redrafted until as accurate as possible.
- See Appendix 2

### **Assessment for Learning - Feedback on Learning**

#### **Sharing learning objectives and success criteria:**

- Feedback should always be in accordance with the lesson objective and the child's own personal learning targets.
- Plenaries should be used to assess the children's learning using school self-assessment procedures.
- Children should be encouraged to assess their work ahead of final feedback, referring to success criteria within mini-plenaries at appropriate times during the lesson. This can remind children of

their learning targets, or suggest common checks to perform and to self-reflect at each step of the learning process.

- In addition, the children could indicate where they think a particular target has been achieved. A partner might also check on their behalf, before the work is handed in, that a particular target has been met.

### **Verbal and written feedback:**

- Verbal feedback should be carried out as often as possible especially for younger children.
- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- An honest balance of positive praise and constructive ways forward has to be achieved.
- The child must be able to read and respond to the comments made, and be given time to do so.
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Written feedback will be completed before the next lesson in that subject where possible.

### **Peer and self-assessment:**

- Teachers should aim to promote children's self-assessment by linking and feedback to engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, feedback should involve the child directly. The younger the child, the more important it is that the feedback is verbal and immediate.
- Feedback can be given through peer assessment.
- Children should always be given the opportunity to improve their work through self analysis times.
- Children should be encouraged to self-evaluate.

### **Monitoring and Review**

Feedback is regularly monitored:

- The leadership through teaching and learning walks/observations.
- The leadership during book audits.
- The subject leaders through planning and book audits.
- The teaching staff through phase book audits and peer assessment/moderation/standardisation and CPD.

This policy is updated on a regular basis and in line with the policy cycle, so that we can take account of the changing nature of our practice.

## Appendix 1

### Feedback to children

<b>Children should be provided with feedback as to how they are progressing, this can be either verbal or written. The expectation is that feedback is given on all learning whether recorded or not.</b>	
<b>Verbal Feedback:</b>	This is the best form of feedback to quickly support progress and should be integral to teaching. All children should be praised for their contributions where it meets the learning objectives and questioned and prompted to extend their learning further.
<b>EYFS - Y1</b>	Well done. Now, you need to use ..... questions to ask the children to put on plan and their responses recorded in detail on the planning. Social feedback
<b>Y2 -Y6</b>	Children should be able to say what they need to work on and be able to explain at the age related level what they have learned.
<b>Written feedback:</b>	All children should be praised for their contributions where it meets the learning objectives and questioned and prompted to extend their learning further. Use of gold stars and red pen and there should be evidence in the recorded pieces of children self editing.
<b>EYFS - Y1</b>	ticks good - modelled writing sentence structure. Questions in RC and Science.
<b>Year 2 - Year 6</b>	<b>English</b> one piece of sustained writing per week (could be the first draft (short or long), edited or final) - with intervention marking and next steps. Self mark comprehension - NOT PEER marking. With Green pen <b>Maths</b> - one piece per week, next step comments and questions. <b>RC</b> -one piece of recorded per week plus sustained writing (once every 2 weeks) <b>Science</b> - once per week with next step <b>RE, PSHCE, Spanish</b> - responded to
	If work is carried out on google classroom - a comment needs to be made

If presentation is poor and progress is limited - written feedback to be given on all pieces of work.

## Appendix 2

### Teachers should give written feedback:

- in red pen
- that models age-appropriate letter formation and handwriting
- written throughout the piece of work
- using age-appropriate comments related to Learning Objectives, targets and next steps to learning
- on spelling (underline and correct where appropriate particularly recurring errors or subject specific key vocabulary)
- that is positive but honest
- daily
- Reiterating the need for best work

- Using gold stars where good work can be celebrated

### **TAs can give feedback:**

- using black pen

### **Presentation**

#### **The title should be:**

- short and child friendly
- can be posed as an enquiry
- written at the top of work underneath the date

#### **Children should:**

- look at the teacher's comment at the start of independent work (and during the morning time between 8.40 and registration) and if a response is necessary, respond to the comment in a green pen.
- write the date starting at the left hand side
- use a pencil and a ruler for diagrams, pictures, shapes tables and graphs
- put a neat line through mistakes or brackets around larger errors – avoid rubbers
- be encouraged to show working even if wrong
- begin a new piece of work with date and title, after underlining the previous piece
- use the long date in English, Science and foundation subjects
- use the short date in maths, phonics books and sketchbooks
- Marking in phonics should pick up on misconceptions. When the children are off-phonics, the marking should demonstrate how the child needs to progress.
- use pencil for maths irrespective of whether they are permitted to write in pen
- write in blue ink in Key Stage 2 or earlier when handwriting is deemed to be consistently fluent and legible
- use a green pen for editing in KS2 and begin to use it in Year 2
- write against the margin if present
- use one box per digit in numeracy
- join their handwriting in Key Stage 2 or earlier when handwriting is deemed to be consistently accurate.

### **Recording Methods**

- across the week use a variety of recording methods, e.g. ICT, photos, displays, where possible avoid worksheets
- if worksheets are used, e.g. time, ensure they are cut carefully to fit books and are stuck in neatly, with "name" for example trimmed off.
- children do not have to record in books every lesson but it is expected that as a minimum three pieces of English and Maths are recorded each week; one piece of science and one photo of investigation ; one piece of Ranelagh Curriculum, a sustained piece of writing should be written every other week. For RE 2 pieces per half term and Spanish should have 1 piece of written learning per half term.