



POLICY FOR ASSESSMENT AND FEEDBACK



Document Detail	
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Department	Greenpark Academy
Responsible Officer	Headteacher of Academy <i>LM Cook</i>
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Rationale

We believe that feedback forms an essential part of planning, assessment, teaching and learning. Through careful observation, questioning and assessing practical and written work produced by children, we are able to assess what they have learnt, how they have learnt and what their strengths and weaknesses are in order to plan next steps in teaching.

Verbal and written feedback is used to encourage, motivate, support and promote positive attitudes. It should recognise achievement, presentation and effort by promoting high standards and showing pupils that we value their work.

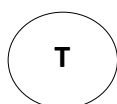
Principles

- Assessment and feedback procedures and standards should be applied consistently across the academy.
- Assessment and feedback may be verbal during a lesson, or written feedback such as checklists, marking ladders, comments relevant to the learning objective or next steps where appropriate to extend learning and check understanding.
- Children will be given time to respond to any next step comments or tasks.
- Children may sometimes be required to self-assess their own work, or unit of work, by using smiley, straight or sad face next to the learning objective.
- Success criteria/expectations will be discussed and shared within the lesson.

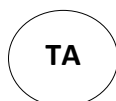
What marking looks like at Greenpark

Guided group work/supported work

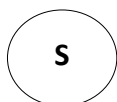
The following codes may be used to indicate the level of support a child has received:



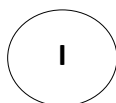
Teacher support



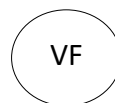
Teaching Assistant support



Support



Independent



Verbal Feedback

- The word 'guided' may also be written in a book when guided group work has taken place.
- Annotations (where appropriate) will be recorded within a piece of work to evidence support of how a child has been challenged or moved on in their learning, or where they have demonstrated their understanding by applying skills learnt.
- A supported or guided piece of work will not be further marked as it is expected that verbal feedback will have been on-going throughout the work to support/extend understanding.

Distant marking sheet

- Distant marking sheets will be used to record any misconceptions highlighted during the lesson.
- Children who have achieved the objective will not be recorded on the sheet.
- The sheet will show the names of any children and the issue(s) that need to be addressed.
- This may be followed up later in the day, or as part of the next lesson.
- A child who has exceeded expectation, and require an additional challenge, will be noted on the sheet.
- The teaching assistant will keep his/her own sheet for the group(s) they work with.
- The sheet will be kept with weekly plans in the class assessment or planning folder so they may be cross-referenced.

Mathematics

- Work, which is correct, will be ticked.
- Crosses will not be used.
- Scaffolds, examples or next step challenges may be used where appropriate.

English

- Assessment and feedback will generally take place during the lesson and annotations made in a child's book where appropriate to indicate this.
- A tick at the end of the work will acknowledge that the work has been assessed and notes made on the distant marking sheet where appropriate.
- Scaffolds, examples, comments (relating to the learning objective) or next step challenges may be used on a child's piece of work.
- Cold and hot tasks will be marked using a marking ladder and comments where appropriate.

Science and non-core subjects

- Science and non-core subjects will include a learning objective based on a skill for that subject. This will be assessed through observation of a practical task, discussion, questioning or a written task.
- Work/observations from a sample group of children will be collected that demonstrates an understanding by the class teacher of age-related expectations for science.

Monitoring

We will ensure that these guidelines are being used consistently throughout the academy during lesson visits, work scrutiny and through discussion with class teachers and children. This will be the responsibility of the Leadership Team when carrying out monitoring activities. Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff. The Local Governing Board will monitor the implementation of the policy.

DRAFT

Appendix 1 - Maths Distant Marking Sheet



Maths Weekly Planning and Evaluation Record. W/B: _____

	Learning Focus/ Lesson Number	Misconceptions, who?	Deepening understanding, who?	Evaluation	CB	PB
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Appendix 2 - English Distant Marking Sheet



English Weekly Planning and Evaluation Record. W/B: _____

	Learning Focus/ Lesson Number	Misconceptions, who?	Deepening understanding, who?	Evaluation	WW	PB
Monday						
Tuesday						
Wednesday						
Thursday						
Friday					1	

Appendix 3 - Science and Non-Core Distant Marking Sheet

Master Distant Marking and Assessment Sheet				
Class/Year group: Term: Unit:		Objectives: Vocabulary:		
Session date	Learning Objective and Intended Outcome	Assessment information	Notes and next steps	Learning Evidence (QR code)