**DOROTHY BARLEY JUNIOR ACADEMY MARKING, FEEDBACK AND ASSESSMENT POLICY**

Other related policies:     Teaching and Learning
                            Inclusion
                            Curriculum
                            Homework

**This policy was devised and adopted in September 2016**

**Last reviewed in September 2019**

**1. INTRODUCTION**

**1.1 School Values and Aims**
Dorothy Junior Barley Academy serves a richly diverse community therefore we believe that our children learn by talking, listening and doing. Our aim is to provide a rich, structured and caring environment which offers a varied and balanced curriculum, often based on first-hand opportunities to learn. Our pupils are encouraged to acquire skills and attitudes that will enable them to realise their full social and educational potential and become confident, independent, valuable and caring members of society.

**1.2 Aims of the policy**

At Dorothy Barley, we believe marking should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives. This will enable children to become reflective learners and help them to close the gap between current and expected performance.

**2. THE PURPOSE OF MARKING AND FEEDBACK**

We mark children's work and offer feedback in order to:

- Show that we value their work, and encourage them to do the same
- Raise self-esteem and aspirations, through use of praise and encouragement
- Give a clear general picture of how far they have come in their learning, and what they need to do next
- Offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them. Not trying to assess everything
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others
- Promote peer-assessment so that they are encouraged to accept guidance from their peers and work collaboratively
- Share expectations
- Gauge their understanding, and identify any misconceptions

- Provide a basis both for summative and formative assessment and inform individual tracking of progress
- Provide the ongoing assessment that informs future lesson-planning

## 3. THE PRINCIPLES OF MARKING AND FEEDBACK

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. The principles of marking at Dorothy Barley are as follows:

- Wherever possible marking should take place on the spot through one to one conferencing
- There should be regular dialogue between the teacher and the child by responding to marking for the first 5 minutes of every lesson where appropriate
- The marking should always be in accordance with the lesson objective and the child's own personal learning targets
- The child must be able to read and respond to the comments made, and be given time to do so.
- Where the child is not able to read and respond in the usual way, other arrangements for communication must be made
- Comments should be appropriate to the age and ability of the child
- Comments will focus on only one or two key areas for improvement at any one time
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives (TBAT) and the key expectations (Success Criteria) for the task right from the outset
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate
- Written comments should be neat, legible, written in the school handwriting scheme and in the specified colours
- Feedback may also be given by a teaching assistant, through peer review, through plenaries and in group sessions
- Errors that were made by many children should not be the subject of individual comments, but should be noted in planning and addressed through amendments to follow up lessons.

## 4. ROLES AND RESPONSIBILITIES

### 4.1 The role of the school

- To provide parents and staff with a clear policy regarding marking.
- To ensure this policy is fully and consistently followed.
- To monitor the consistency and quality of marking and feedback as part of the School's Self Evaluation process.

### 4.2 The role of the teacher

- To use the principles of assessment for learning as set out in the Assessment Policy to mark children's work.
- To ensure that children's work is marked regularly and that they know where they have been successful and what they need to do next
- To ensure all children understand the feedback they have been given.

**4.3 The role of the child**

- To make sure they understand the tasks that have been set and ask for help if they do not.
- To ensure they have tried hard to achieve the lesson objective and success criteria.
- To ensure that they respond positively to marking and feedback from both adults and peers in order to move their learning on.

## 5. MARKING AND FEEDBACK

Marking should be in green and blue pen only. Success is marked in green and next steps are in blue. Teachers should consider who they are marking for. Children can self-assess and respond to marking using purple pens. If they expect the child to read their feedback, they need to conference with the child or make time in the next lesson to read it to the child.  It may be appropriate to record a comment to inform planning.

Teachers should use different methods to give and make use of feedback with children (e.g. whole class, individuals, groups, as part of lesson, verbal, peer review of feedback). Children should be given the opportunity to mark their own work against the Success Criteria (see Peer and Self-assessment document). Initially, teachers should teach children to evaluate their own work so that they can do this independently. Activities to encourage this could include teacher modelling, shared evaluation of a child's work, peer evaluation, self-evaluation as a class with an adult reading the success criteria. The Learning Objective and Success Criteria should be stuck or written in the books and should be highlighted in green if the child has achieved it. This can be done through self, peer or teacher assessment. Children should be regularly asked to evaluate the marking and feedback they receive in order to assess whether it is useful to them. This can be done using Pupil Questionnaires and pupil-teacher conferencing.

## 6. ASSESSMENT

**6.1** We believe that assessment is:
- The measurement of knowledge, understanding, misconceptions and next steps in learning.
- Most effective when children are actively involved with the teacher in the assessment and learning process.
- Only effective when assessment for learning is at the heart of teaching and learning.
- Assessment *of* learning is about reporting where children are now. Assessment *for* learning is about helping children to learn better.

We measure against:
- Learning objectives, success criteria, targets and age-related expectations (National Curriculum and REAch2 Milestones).

We assess to:
- Gain an understanding of pupil's prior knowledge to inform planning.
- Identify strengths and areas to develop in pupil's learning.
- Help identify pupils at risk of underperforming/achieving.
- Inform pupils of their next steps for learning.
- Develop evaluative skills amongst our pupils.
- Monitor achievement (progress and attainment).
- Measure impact of teaching and learning interventions.
- Inform parents and carers of their child's attainment and progress.

- Gauge our effectiveness as teachers.
- Set statutory targets for pupil performance at Key stage 2.
- Enable us to complete our termly 'Whole School Data Analysis'.
- Compare our pupil performance with other schools – local borough/national results

## 6.2 Assessment for learning should:

1. Be part of effective planning of teaching and learning
2. Focus on how students learn
3. Be recognised as central to classroom practice
4. Be regarded as a key professional skill for teachers
5. Be sensitive and constructive because any assessment has an emotional impact
6. Take account of the importance of learner motivation
7. Promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
8. Provide learners with constructive guidance about how to improve
9. Develop learners' capacity for self-assessment so that they can become reflective and self-managing
10. Recognise the full range of achievements to all learners

## 6.3 Formative Assessment

### Forms of Assessment – Generic, across the school and in all subjects

| Method of assessment | Frequency | How and where is this recorded? | Purpose | IMPACT on teaching and learning |
|---|---|---|---|---|
| Questioning<br>- open/closed<br>- higher order questioning (aim for thoughtful improvement)<br>- use of interactive resources incl. number fans & whiteboards.<br>- hands down & 'think' time<br>- CT/pupil, pupil/CT, pupil/pupil | Daily<br>During the starter, lesson introduction, guided group work and during the plenary with the whole class. | AfL questions are included in plans. | To raise issues about which the teacher needs information or about which the pupils need to think. (Teachers gain immediate feedback on children's misconceptions. Teachers & pupils are able to understand thinking/thought processes.) | Teacher is able to address specific misconceptions and/or extend children's level of understanding.<br>Informs teacher's planning. |
| Self-assessment | Regularly, when relevant. | Success criteria produced for different genres &/or against targets.<br>Children use ticks against the success criteria to identify when used in their writing.<br><br>Thumbs up/down | Children evaluate their own learning, thus becoming aware of their strengths, areas for improvement & what they need to do to get there.<br>It can inform teachers about children's ability &/or confidence levels. | Pupils are made aware of learning expectations and their next steps so can achieve learning goals.<br><br>Informs teacher's planning. |
| Peer assessment | When relevant e.g. at the end of each extended piece of writing | Use of talk partners across the school.<br><br>Children mark against success criteria/targets. | Children understand and evaluate work based on the success criteria & or targets. | Pupils are made aware of learning expectations and their next steps.<br><br>Informs teacher's planning. |
| Marking books against the Learning objective/success criteria | See Marking and Feedback Policy. | See Marking and Feedback Policy. | Children can clearly recognise how well they met the LO/success criteria for that lesson.<br><br>Children are aware of next steps for improvement and how to get there. | Causes children to think about the next steps in their learning and how to get there.<br><br>Informs teacher's planning. |

# Assessment in Literacy

| Method of assessment | Frequency | How and where is this recorded? | Purpose | IMPACT on teaching and learning |
|---|---|---|---|---|
| Marking of Assessed Piece of Writing against Year group checklist | At the end of each unit (usually every 2 weeks) | Children write in their literacy books. This piece of work is always marked by the teacher. Teachers mark against the Year Group writing checklist derived from the National Curriculum objectives | To allow the children an uninterrupted time to write and consolidate new skills Samples of work used by teachers to inform half termly writing assessment (summative) | Children can showcase their independent writing skills. Informs teacher's planning. Teachers can assess the children before moving on to the next genre. |
| Spelling | Weekly spelling test Pixl test at the end of a half term | Morning work Homework sheets | Children to spell correctly in their writing. | Children apply new spelling strategies in their writing. |
| Big Picture tests | Once a week | In guided reading books | To AFL children's comprehension and develop test technique | Allows children to independently answer questions in different styles Prepares children to tests Teachers can assess the areas of weaknesses |
| Phonics | Half-termly | Assessments are undertaken 1:1; results are entered in tracking documents. | To inform groupings and accelerate or decelerate teaching input as appropriate; to move children to new interventions as appropriate. | Children are targeted correctly therefore progress is made in phonics |

## Peer and Self-assessment in Writing
All peer and self-assessment should be indicated by the LO with SA or PA.
There are four types of self/ peer assessment that take place at DBJA.
### Type 1- a Tick and a T comment

| Self- Assessment SA | Peer Assessment PA |
|---|---|
| I have met the LO because… I am proud of my work because… I have learnt… My work is effective because… | You have met the LO because… I liked the way you.. This work is good because You should be proud of your work because… |
| T: I could have done better if.. T: Next time, I need to … T: I could improve by… | T: You could improve by.. T: Next time, try to … T: Why not try and… |

A tick and T should be used in all subjects (not just Literacy) to ensure consistency

### Type 2- Self or peer identification of Success Criteria and LO
The Success Criteria to be numbered by the children. Children need to read their own work or peer's and number next to where the feature has been included in their writing. They can then underline the LO and SC following full purple, dashed purple or blank with a ruler. PA or SA is indicated by LO.
### Type 3- Peer assessment using editing symbols
Children are the teacher and in a blue pencil they use the marking symbols on their partner's work. PA is indicated by the LO.
### Type 4- Self- improvement
Children are to use a purple pen and edit and improve their work. SA is indicated by the LO.

| Method of assessment | Frequency | How and where is this recorded? | Purpose | IMPACT on teaching and learning |
|---|---|---|---|---|
| Hot and cold tasks<br><br>These are drawn from the Collins Busy Ants Scheme of work, Unit Assessment section. | At the start and end of a new unit of learning | Children will complete a 'cold' task focusing on a particular area of learning at the start of a new unit of learning. This will be completed without initial teacher input on blue paper.<br>Following the unit of learning, children will complete a 'hot' task. This will require children to answer questions based on the work that they have been completing. This will be completed on pink paper. | To initially allow pupils to demonstrate their knowledge and understanding of a particular area of maths.<br><br>To allow pupils to demonstrate their mathematical skills and knowledge of a taught skill once a unit has been taught.<br><br>To demonstrate pupil progress towards a particular area of maths. | Cold piece: Teachers can assess pupil understanding which will inform planning.<br><br>Hot piece: children can showcase their independent mathematical skills. |

**6.4 Summative assessment**
**Assessment Week**
Assessment week occurs half termly and allows teachers, SLT and subject leaders to track the achievement of pupils in the areas listed in the table below. During this week, teachers will gather evidence and use the ongoing assessment procedures to make half termly judgements on a child's attainment and progress. From Year 3 to 6, teachers will use the agreed REAch2 Assessment Without Levels system (AWL) to record a child's current attainment of the year group curriculum they are accessing in Reading, Writing, Maths and Oracy (Deeper Learning). Teacher judgements are recorded as: Greater Depth (GD), On Track (OT), Aspiring (A), Working Towards (WT) or Met (M).

All judgements are entered onto the school tracking system O-Track, which allows tracking grids to be generated. Tracking grids are then used in pupil progress meetings, year group moderation meetings and used to inform provision mapping. This allows teachers to identify and target groups of children who are underperforming (WT, A), as well as monitor the progress of those who are working at a higher level and 'On Track' to meet end of year expectations by the end of the academic year. Analysis of tracking also enables us to assess the progress of different groups of children (e.g. EAL, SEN, Disadvantaged) as well as looking at the needs of individuals. Having assessed pupils' progress and attainment, teachers will plan appropriate interventions, adapt plans and write pupil targets.

| Year Group: | Subject: | Assessments used: |
|---|---|---|
| **Year 3** | **Reading** | **Pixl testing at the end of each half term**<br>**PIRA testing at the end of each full term** |
| | **Writing** | **Assessment of end-of-unit work against Year Group Checklist**<br>**SPAG Pixl testing at the end of each half term and short tests in between AM**<br>**Spelling test weekly to cover spellings learnt that week** |
| | **Maths** | **PIXL testing at the end of each half term**<br>**PUMA testing at the end of each full term** |
| **Year 4** | **Reading** | **Pixl testing at the end of each half term**<br>**PIRA testing at the end of each full term** |
| | **Writing** | **Assessment of end-of-unit work against Year Group Checklist**<br>**SPAG Pixl testing at the end of each half term** |

| | | and short tests in between AM Spelling test weekly to cover spellings learnt that week |
|---|---|---|
| | Maths | PIXL testing at the end of each half term PUMA testing at the end of each full term |
| Year 5 | Reading | Pixl testing at the end of each half term PIRA testing at the end of each full term |
| | Writing | Assessment of end-of-unit work against Year Group Checklist SPAG Pixl testing at the end of each half term and short tests in between AM Spelling test weekly to cover spellings learnt that week |
| | Maths | PIXL testing at the end of each half term PUMA testing at the end of each full term |
| Year 6 | Reading | Half- termly PiXL testing SATs papers as appropriate |
| | Writing | Assessment of end-of-unit work against Year Group Checklist every 2 weeks Half- termly SPaG PiXL testing Spelling test weekly to cover spellings learnt that week |
| | Maths | Half- termly PiXL testing SATs papers as appropriate |

**Assessing attainment at any point in time – 5 judgements**
• **Working towards/below** – Children are accessing the curriculum below the expectations of their chronological age. They do not currently have the skills, knowledge and understanding required to access, achieve or demonstrate significant engagement with the assessment criteria.
• **Aspiring to Meet** – Children are accessing the expectations of their chronological year group, however are deemed not to be On-Track to meet expectations fully by the end of the year without significant additional support. Children have demonstrated some capability of engaging with it but may need specific intervention and / or additional quality-first teaching in order to be confidently assessed as On-Track.
• **On-Track to Meet** – Children are On-Track to comprehensively attain the S,K & U of the assessment criteria by the end of the year.
• **Met –** Children demonstrate they have mastered the S,K & U of the assessment criteria required to apply them across a broad range of contexts (judgement to be made at the end of the academic year Summer Term 2).
• **Greater Depth –** In addition to children demonstrating they have mastered the S,K & U of the assessment criteria required to apply them across a broad range of contexts, pupils are able to apply and transfer their learning to different contexts and are able to explain their learning process to others. They are working at Mastery level.

By the end of the academic year, all children are expected to meet all of the non-negotiable milestones of the year group curriculum they are accessing/being assessed against. Children who are deemed as 'Aspiring' (A) throughout the year, are still expected to progress to 'On Track' to 'Met' by the end of the academic year with specific targeted intervention and additional wave 1 quality first teaching. Children who are deemed as 'Working Towards' (WT), are still expected to meet the non-negotiable milestones of the year group curriculum they are accessing/being assessed against.

**Assessing progress over time**

The national curriculum expects children to meet the age-related expectations by the end of each key stage. REAch2 deems this to be sufficiently challenging and so children that do so, or are assessed as 'on track' to do so within a key stage, are judged to be making GOOD progress.

• Progress will be judged as 'Better than expected progress', 'Good progress', 'Limited progress' or 'no progress'.
• A child that is on track to meet, or has met, all milestones will be judged as making 'Good' progress within the year.
• A child that has met, all milestones will be judged as making 'Good' progress at the end of the year.
• Children that are significantly catching up (closing their attainment gap towards meeting the end of key stage age-related expectation) will also be judged to be making 'Good' progress e.g. 'Working Towards' to 'Aspiring' or 'Aspiring' to 'On-Track' within a year.

**P-levels/ Pivats/ CASPA**

Who are they for?

- Children aged 5 – 16, with SEN who are working below and not accessing the Year 1 curriculum (KS1 & 2)
- They are NOT for children who are EAL (unless their primary need is SEN)
- Children with EHCP PLANS may be assessed using Pivats
- Children in the ARP (Learning Centre) will be assessed using Pivats.

What will we track?
- Maths, reading, writing and oracy.

Year 3-6 pupils:
- Any pupils who are working below and not accessing the Year 1 curriculum, will be assessed against P Levels/Pivats

What are P levels?
- The P Levels are a set of descriptions for recording the achievement of pupils with special educational needs (SEN) who are working towards Year 1 of the National
- Curriculum. The P Levels are split into eight different levels with P1 being the lowest and P8 the highest. Level P8 leads into Year 1 National Curriculum. Levels P1 to P3 are not subject-specific, as they describe early learning and conceptual development. At these early levels, a curriculum subject offers a specific context for learning.

What is Pivats?
- PIVATS is an assessment programme used to measure pupil progress through the P Levels. Progress is measured by a PIVATS level description and an equivalent point score. It is a system to show step by step progress and used to inform target setting for pupils of all ages whose performance is outside national expectations.

How are Pivats used at Dorothy Barley Junior Academy?
- Pupils not accessing the Year 1 curriculum will be assessed using Pivats until they attain a level P8a. This will ensure that a child has fully met all 8 levels of the P Level descriptors and are ready to access the Year 1 curriculum. From this stage they will then be assessed using the Year 1 Assessment without Levels assessment system.
- Children who are assessed using Pivats will have their assessment data reported on the whole school tracking system (O-Track) as a P Level score but individual small step progress will be measured using Pivats. This will be recorded and tracked on a separate in school recording system.

What are the progress expectations of a pupil being assessed against Pivats?
- There is a minimum expectation of a child progressing 1 Pivat subset per academic year e.g. P7d to P8d.

## Assessment in The Learning Centre (The ARP)
- Children within the ARP will be assessed using the school's non-negotiable milestones if they are working at or above Year 1 for the National Curriculum. If they are working below the National Curriculum Year 1, then they will be assessed using PIVATs and their individual PIVATs level passport until they reach P8a.

## Moderation
Moderation is the process that checks that assessors have assessed to the same standards and accurate judgements have been made across the year group. The above process ensures that teachers are confident and have a common understanding of national standards and are applying them consistently, so that teachers' assessment provides an accurate picture of progress and attainment.

Moderation of summative assessments takes place formally and informally. Informal moderation happens within year groups, with Year Group Leaders and with other key staff. Periodically, Year Group Leaders will carry out more formal moderation with their teams or with individuals, as needed.
Formally, there are half termly year group moderation meetings held in school the week after 'Assessment Week'. Such meetings are held with subject leaders and SLT with a focus on Reading, Writing, Maths and Oracy. During this time, year group teachers alongside core subject leaders and SLT will have the opportunity to have a professional discussion and together moderate key marker children at the different assessment levels (WT, A, OT). There will also be regular moderation between REAch2 cluster schools.

## 6.5 Intervention Assessments
Children with additional learning needs may be identified by class teachers and placed on intervention programmes. A range of assessment tools are used to measure baseline data and to measure progress. These include:

| Literacy | Freshstart Phonics Tests |
| --- | --- |
| | Rapid Phonics Tests |
| | Fluency Tests (Words Correct Per Minute) |
| | CASPA |
| | PIVATS |
| | AwL |
| | P Scales |
| | PHAB |
| | PIXL |
| | PERA |
| Numeracy | Precision teaching testing |
| | CASPA |
| | PIVATS |
| | AwL |
| | PIXL |
| | P Scales |
| | Sandwell Early Numeracy Test |
| Other | Aphasic Checklist |
| | Strengths and Difficulties Questionnaires |
| | Social Skills Referrals |
| | Health Screens (height and weight) |
| | Outside agencies referral e.g. SALT, Ed Psych, CAMHS |

## 6.6 Reporting to Parents and Carers

At Dorothy Barley Junior Academy we recognise the influential role that parents/carers play in the progress of children's learning and we actively encourage parental involvement in school. Parents/carers are able to meet with teachers, informally, throughout the year to look at the children's work and/or discuss pupil progress and attainment in all areas of the curriculum. Our dedicated staff team are approachable and willing to do this.

Teachers meet with parents/carer formally at least twice a year. In Autumn 2 and Spring 2, the school has a target setting day where teachers discuss progress so far and share targets with parents. In July, teachers will meet with parents informally to share and discuss their end of year report. This will be a productive conversation summarising their child's learning throughout the year. A signed copy of the report will be kept in the child's file in the school office.

The SENCO is responsible for children with special educational needs and is available to speak to parents at both sets of parent/teacher meetings. If a child is placed on SEN support the parents will be notified by the SENCO. Written consent will also be received from the parents to make a referral to an outside agency. Home/school meetings will be held following an assessment or review from an outside agency. This meeting will be used to inform parents about a specific diagnosis their child may have been given and provide strategies to support them and to plan next steps. For 'high priority' children, meetings may need to be held with the class teacher, SENCO and parents on a more regular basis.

## 6.7 Roles and Responsibilities for Assessment

| Class Teachers | • Use AfL during lessons.<br>• Adhere to policy<br>• Look at the trends within their class.<br>• Use assessment information to inform planning.<br>• Provide regular feedback to the children – oral and written.<br>• Regular marking of children's work in line with the policy.<br>• Track the progress of each child.<br>• Set individual and/or group targets highlighting the children's next steps.<br>• Write IEPs for some children with EHCPs, if necessary.<br>• Liaise with SENCo re. children needing to be added to, moved up or off the SEN register.<br>• Identify children to be included on the G&T register.<br>• Complete summative assessment 6 times a year.<br>• Input pupil data onto O-Track 6 times a year.<br>• To set end of year targets for every pupil<br>• Complete an end of year report on each child annually.<br>• Formally meet parents twice a year and once informally and to produce a written report on pupil progress.<br>• Ensure information is transferred to the next teacher. |
|---|---|
| Support Staff | • Plan, deliver and evaluate interventions (overseen by class teachers).<br>• Complete assessments required both formative and summative e.g. PM Bench Marking.<br>• Contribute to IEPs in the form of writing, assessing and implementing.<br>• Mark work against the Learning Objective when directly working with a group of children.<br>• Complete evaluation form/ provide verbal feedback after every lesson.<br>• Support teachers (incl those in other teams) to administer tests in Assessment Week . |
| Year Group Leader | • Support team to ensure assessment informs planning.<br>• Interpret and analyse data.<br>• Make appropriate changes to the curriculum.<br>• Ensure O-Track is updated following Assessment Week.<br>• Be aware of trends within their year groups in Reading, Writing and Maths. |
| SENCo | • Use the pupil tracking data to look at children who fall in the underachieving group.<br>• Monitor, evaluate and report on the effectiveness of SEN interventions.<br>• Maintain SEN register.<br>• Carry out formal assessment for EHCPs.<br>• Liaises with outside agencies. |

| Deputy Headteacher/ Assistant Headteachers and Subject Leaders | • Maintains G&T register.<br>• Monitors and analyses data, identifying trends by gender, ethnicity, EAL, PPG & SEN.Ensure the policy is updated, adhered to and regularly reviewed.<br>• Defines the roles of subject leaders in assessment, working collaboratively on assessment in their area.<br>• Ensures assessment is included in subject audits across the year – monitoring & improving assessment practices and procedures.<br>• Ensure subject leaders liaise with phase team leaders and vice versa.<br>• Report to the Leadership Team and Governors on standards and the impact of initiatives.<br>• Plan and lead staff meetings once a term to analyse data.<br>• Disseminate information to colleagues.<br>• Address any CPD needs.<br>• Rationalises assessment systems to ensure manageability.<br>• Ensure successful implementation of year 6 SATs. |
|---|---|
| Headteacher | • Ensure school meets statutory requirements.<br>• Present information to REAch2, as required at and agrees statutory targets.<br>• Determines the priorities in the School Improvement Plan.<br>• Reports to parents, governors and other stakeholders on quality and standards.<br>• Ensure successful implementation of year 6 SATs. |

## 7. MONITORING THE IMPLEMENTATION OF THE POLICY

**7.1** There will be on - going monitoring of the policy by:

- The Headteacher and Senior Leadership Team;
- Subject Leaders
- The Governing Body
- Parents
- Children

## 8. REVIEWING THE POLICY

The Senior Leadership Team will review this policy in the Autumn term 2019

**Appendix 1:**

**Marking and Feedback requirements Years 3-6**

Please note that all work should be acknowledged by the class teacher or an adult by a highlight and a tick if detailed written marking is not given. No work should go unacknowledged

| Marking and Feedback | | |
|---|---|---|
| **Subjects** | **Expectations** | **Monitoring and Evaluation** |
| **Numeracy/ Literacy** | • Literacy (weekly marking schedule): <br> Minimum 1 Edited piece of work using editing symbols <br> Minimum 1 Piece of work next stepped <br> All pieces of work highlighted, including highlighting evidence of having met the success criteria within the piece. <br> Work without editing/next step to include Peer- Assessment or Self-Assessment (which may be editing). <br> Assessment checklist to be highlighted after a writing assessment <br> Children should be given editing opportunities <br> • Two pieces of Numeracy work per week should include next step marking and an opportunity for pupil response. <br> • All Guided Work to be labelled as such (CT/TA) <br> • Self-assessment to take place regularly in a range of forms; children should write SA. <br> • Peer assessment to take place regularly in a range of forms; children should write PA. <br> • Marking to follow School Marking policy. | Senior Leadership Team to evaluate as part of the ongoing self-evaluation cycle. |
| **ICT** | • All work to be acknowledged through highlighting <br> • Teachers to provide written feedback on key skills and progress fortnightly. Children to be given the opportunity to respond. | Senior Leadership Team to evaluate as part of the ongoing self-evaluation cycle. |
| **Science** | • All work to be acknowledged through highlighting <br> • Teachers to provide written feedback on key skills and progress fortnightly. Children to be given the opportunity to respond. | Senior Leadership Team to evaluate as part of the ongoing self-evaluation cycle. |
| **Foundation Subjects** | • All work to be acknowledged through highlighting <br> • Teachers to provide feedback on key skills and progress once per unit.  Children to be given the opportunity to respond. | Senior Leadership Team to evaluate as part of the ongoing self-evaluation cycle. |
| **Guided Reading** | • All work to be acknowledged through highlighting <br> • Children to respond in red pen should teacher provide comments during the lesson. <br> • All work short dated with the reading strand for the title. | |

**Appendix 2:**

**What our Marking Means at Dorothy Barley**

- Marking code should be on display in the classroom and children should understand what it means.

| **VF** | **Verbal Feedback** |

| | **What my marking means to me** | **CT** |

| **TA** | **I worked with the teaching assistant / HILTA** |

| | **Check your spelling** |

| **Sp** | |

Teacher comment | **In Green- comments about what the child has done well** |

Teacher comment | **In Blue- comments/questions for next steps**. |

| ✓✓ **T** | **To be used by CT and when children are peer/self marking** |

| ═ | **Letter needs to be changed to a capital or lower case** |

| ● | **Blue dot indicates a calculation that needs correcting** |

| ∧ | **Indicates a word is missing** |

| ~~ | **This does not make sense** |

| ◯ | **Missing punctuation** |

| ＊ | **Up level vocabulary** |

| TBAT/SC- Fully highlighted – fully achieved |

| TBAT/SC- Part highlighted- partially achieved |

| TBAT/SC- Not achieved yet. |

**Appendix 3:**

At Dorothy Barley my teachers value every piece of work I do. Teachers use marking to help them plan lessons which support and challenge me. I use marking to help me see where I need to go next in my learning. These codes show me where I have been successful in my work and what I need to work on next.

| Code | What this means |
|---|---|
| **VF** | My teacher has given me verbal feedback on my work |
| **CT** | I worked with my class teacher |
| **TA** | I worked with my teaching assistant |
| ✓✓ (T) | This is used by my class teacher.<br>I can use it for self-assessment or my friend can use it when we are peer assessing. |
| **Sp** | I need to check my spelling |
| **Teacher comment** | In GREEN- this is what I have done well<br>In BLUE- these are my Next Steps to move my learning on |
| **TBAT and SC** | Highlighted **fully in GREEN** means I have achieved it<br>Highlighted **partly in GREEN** ▱ ▱ ▱ means I have partially achieved it<br>Highlighted fully in BLUE means I have not yet achieved it (CT- don't highlight fully to give children the opportunity to meet LO) |
| ⊜ | I need to change a letter to either a capital or lower case |
| ⊙ | I need to correct my calculation |
| ⌃ | I have missed out a word and need to add it in |
| ~ | My work does not make sense- I need to check it. |
| ◯ | I have missed some punctuation (. ,"" ? !) |
| ∗ ___ | Up level vocabulary |
| **PA** | A friend has given me feedback on my work |
| **SA** | I have given myself feedback on my work |