



# POLICY FOR ASSESSMENT AND FEEDBACK



APPROVED

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Department	Blenheim Park Academy
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## Contents

Rationale .....	2
Principles.....	2
What marking looks like at Blenheim Park Academy.....	2
Teaching Assistants.....	4
Monitoring.....	4
Appendix 1 – Distant Marking Sheet .....	5

## 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, promote positive attitudes and advance pupils progress and outcomes. It should recognise achievement, presentation and effort by promoting high standards and showing pupils that we value their work.

## Principles

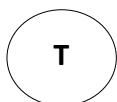
- Assessment and feedback procedures and standards should be applied consistently across the academy.
- Assessment and feedback may be verbal during a lesson, or written feedback such as checklists, marking ladders, comments relevant to the learning objective or next steps where appropriate to extend 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 Blenheim Park Academy

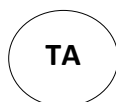
All marking is in GREEN

### Guided group/supported work

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



Teacher support



Teaching Assistant support

- I for independent work in KS1 and KS2
- V for 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.

### Next Step Comments

- Are positive and developmental
- Linked to the learning objective/specific to the success criteria
- Extend learning and check understanding
- Focus on skills rather than content
- Edits will be made by the children in purple pen (KS2) or pencil (KS1)

### Y6 expectations

- So that work can be used for Year 6 moderation, feedback is not specific to the assessment framework
- Children self or peer assess to make the required improvements within the framework.
- Learning objectives will be ticked and ticks may be used throughout a piece of work.

### Maths

- The Distant Marking (Appendix 1) sheet 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 with support, 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.
- Academy exercise books will be used as 'jotters' in KS2 and whiteboards are used in KS1 and KS2 and not formally marked but monitored to understand children's thinking and explore the range of strategies.
- Challenges may be set that need working out systematically and this provides a means to record the children's responses.
- All children will use the new programmes workbooks that will be checked regularly when working independently. Distant marking will be recorded on their progress daily.

### English

- The Distant Marking (Appendix 1) sheet will be used to record any misconceptions highlighted during the lesson.
- Assessment and feedback will generally take place during the lesson and annotations made in a child's book where appropriate to indicate this.
- The learning objective will be acknowledged by a tick to demonstrate that work has been assessed.
- Comments that offer positive reinforcement, next steps or a focus target are used when appropriate.
- Next steps will be written where appropriate to extend learning and check understanding. Children should be given time to respond to next steps marking and their response should be evident in their book.
- 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/check list and comments where appropriate.
- Children in KS1 and KS2 will be asked to self-assess their 'hot written' pieces of work alongside the teachers' assessment. To self-assess their own work by using smiley, straight or sad face.

- Success criteria/expectations will be discussed and shared within the lesson.
- The teacher/teaching assistant indicates when support has been given.

### 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.
- Learning/assessment of science and non-core subjects will be recorded in children's, on class working walls or if appropriate, in a class learning journey. For example, music may be photographed and evidence in the class learning journey.
- Work/observations from a sample group of children will be collected that demonstrates an understanding by the class teacher of above, below and age related expectations.

### EYFS

- All evidence is collected in a learning journey profile and linked against Early Years statements with annotations and observations. Evidence of progress is stored on the academy's tracking system.
- A writing evidence book is compiled over the year showing key pieces of mark making and emergent writing.

### **Teaching assistants**

TAs will only mark work produced by their group of pupils and this should only be done within the session to give immediate feedback. They will inform the teacher of the progress and any issues from that piece of work. It is not the role of the TA to complete any other marking for the teacher.

### **Monitoring**

We will ensure that these guidelines are being used consistently throughout the academy during lesson observations, work scrutiny and discussion with class teachers. 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 Body will monitor the implementation of the policy.

# Appendix 1 - Distant Marking Sheet



## Distant marking sheet

	Learning focus and date	Teaching and learning observations	Deepening understanding/ challenge	Misconceptions
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				