MILFORD PRIMARY SCHOOL

Assessment, Feedback and Marking Policy

Vision Statement

'Milford Primary is a community orientated school, centred around the children as individuals. We are committed to helping children work towards their potential as lifelong learners who care, share, respect and learn in a stimulating environment.'

Reviewed and updated	**March 2023**	**Emma Roberts (HT) and staff working group**
Review by	April 2024	
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Governor Approval	10/10/23	

Milford Primary Assessment, Marking and Feedback Policy

INTENT

At Milford Primary School, we recognise the importance of assessment, marking and feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. Feedback is an essential tool for helping children improve their work and make progress.

> **All studies show that … formative assessment produces significant and often substantial learning gains" (Black and William, 1998, P.3).**
>
> The publication of the Education Endowment Foundation's toolkit in 2011 revealed that feedback was high impact for a low cost, resulting in progress of 8 additional months over the course of the year.

Our intention is:

- To use assessment to provide a clear understanding of every child's learning, inform teacher's practice and to move every child's learning forward.
- To provide consistency and continuity in feedback and marking throughout the school so children have a clear understanding of teacher expectations.
- To provide high quality feedback which impacts on every child's progress.
- To develop children's self-esteem through praise and valuing their efforts and achievements.
- To provide feedback that encourages children to be reflective learners who take responsibility for their learning and progress.
- To be reflective practitioners and strive to only use assessment, feedback and marking practices that are impactful on pupils learning.

This policy outlines the assessment, marking and feedback practices used at Milford Primary School. The policy outlines the varied methods of feedback available for the teacher to use with their class. It is underpinned by evidence of best practice from the Education Endowment Foundation (EEF) and the findings of the extensive research into effective feedback [See Appendix 1].

We aim to provide feedback which is:

- Timely – be provided in the moment, wherever possible, to reduce teacher workload and increase the impact pupil progress. This live feedback and marking is seen as preferrable; if this is not possible feedback should be provided to pupils as close as possible to the date the work was produced

- Highly valued - by all, with time being allocated for pupils to respond.

- Underpinned by evidence of best practice.

IMPLEMENTATION

Assessment

As a maintained school, Milford Primary participates in all National Curriculum Statutory Assessments. The table below indicates the current requirements:

Assessments in primary education
England

What?	When?	Reporting
Baseline assessment: looks at maths, literacy, communication and development (statutory from 2021/22 academic year)	Within first 6 weeks of starting reception	Results not published. Used only to calculate progress made by KS2 at school level
Early years foundation stage profile	Reception class (age 4 - 5)	Not a performance measure, and not reported at school level
Phonics screening check (reading ability)[a]	Year 1 (age 5-6)	Usually reported at local authority level
National curriculum assessments in: maths; English reading and writing; and science	Year 2 (age 6-7)	Usually reported at local authority level
Multiplication tables check (statutory from 2021/22 academic year)	Year 4 (age 8-9)	Reported at local authority level
National curriculum assessments in: maths; English reading and writing; grammar, punctuation and spelling; science sampling, usually biennially	Year 6 (age 10-11)	Usually, reported at school level (but not in 2022)[b]

In addition, we carry out **summative assessments** 3 times a year from Year 1 – Year 6 in reading and mathematics. We use high quality test materials (NFER - National Foundation For Educational Research- or past SATS papers).

In mathematics, teachers use end of unit tests to make summative assessments – these are analysed and inform future teaching or interventions.

In writing, summative assessments are made at regular points in the year (usually at the end of a unit of work) through assessment of an independent piece of writing. To ensure these assessments are sound, we engage in internal moderation and moderation with our cluster group of schools.

In other subjects an assessment is made at the end of a topic - this assessment may take the form of a written test, an observation, a conversation or a task.

These assessments are used to help inform teachers termly assessments.

Assessment of pupils 'on trackness' to reach age-related expectations by the end of the year are recorded on INSIGHT tracker 3 times a year in reading, writing, mathematics and science.

Assessments for other subjects are recorded on class assessment sheets.

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently.

Formative assessments may be questions, tasks, quizzes or more formal assessments. Often formative assessments may not be recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated.

For more information on the distinction between formative and summative assessments see Appendix 2.

Feedback And Marking

High quality initial instruction will reduce the work that feedback needs to do. It is important that pupils are clear what they are learning and understand exactly what a great piece of work looks like in the subject in which they are working.

At Milford Primary School, every lesson starts with sharing the 'I can' statement with the children. This will be referred to throughout the lesson.

From Year 1 'I can' statements are displayed throughout the lesson for maths and English.

During lessons, children are shown how to be successful through a variety of methods including high quality teaching, modelling and use of success criteria. Teachers should use their professional judgement when choosing which type of feedback to use. The main principle is that feedback must be timely and purposeful.

Teachers choose from any of the following feedback techniques:

Immediate 'in lesson' feedback
-verbal one to one
-verbal small group
-verbal whole class
-live marking
-self marking
-peer assessment

Distance Marking and Feedback

Whole class feedback

It is not always possible to give immediate feedback to every child in every lesson. After a lesson, the teacher looks through the class's work and reflects on any common mistakes or misunderstandings and use this to inform and adjust future planning where necessary. Misconceptions will be addressed in a timely manner, preferably the next day. This may include sharing good examples, modelling, editing, or reteaching. Pupils are given time to look over their own work and correct their mistakes.

Written Marking and Feedback
The teacher might decide to write individual feedback comments on pupil's work where appropriate. Again, pupils are given time to improve their work.

Individual or Small Group Intervention

The teacher may decide some pupils need additional interventions with the teacher or TA either in the lesson or in the afternoon.

Editing task for written work

When pupils are given an editing task, clear criteria will be shared with the pupils.

Teachers may use the 'Yellow Box' method to focus the pupil on a specific part of their writing. Pupils might rewrite a section of their writing – they may decide to use editing flaps to do this. [Appendix 3]

When responding to their own work or that of others, both teachers and pupils are encouraged to speak in in full sentences. The use of framed sentences may be helpful to support this. [See Appendix 3].

Marking Codes / Procedures

When giving written feedback teachers will write in a pen of a different colour to that of the pupils.

When marking or editing their own work pupils will use purple polishing pens.

When providing written feedback to their peers, pupils will use green pens.

Marking codes may be used by teachers to indicate whether the work was completed independently or with assistance:

In EYFS, it is assumed work is supported unless labelled otherwise.

From Year 1, it is assumed work is independent unless labelled otherwise.

> GG – Guided Group
> I – Independent
> S – Support

When providing detailed written feedback, a teacher may use marking codes where appropriate.

The codes used are consistently throughout school and can be found in Appendix 4.

IMPACT

The implementation and impact of this policy will be monitored as part of the schools regular monitoring cycle by subject leaders and the headteacher.

Appendix one: Research and References

Feedback is a vital part of the formative assessment cycle. If students are to make progress in their learning, they need to **close the gap between what they know and what they need to know**. The feedback they get should help them do that.
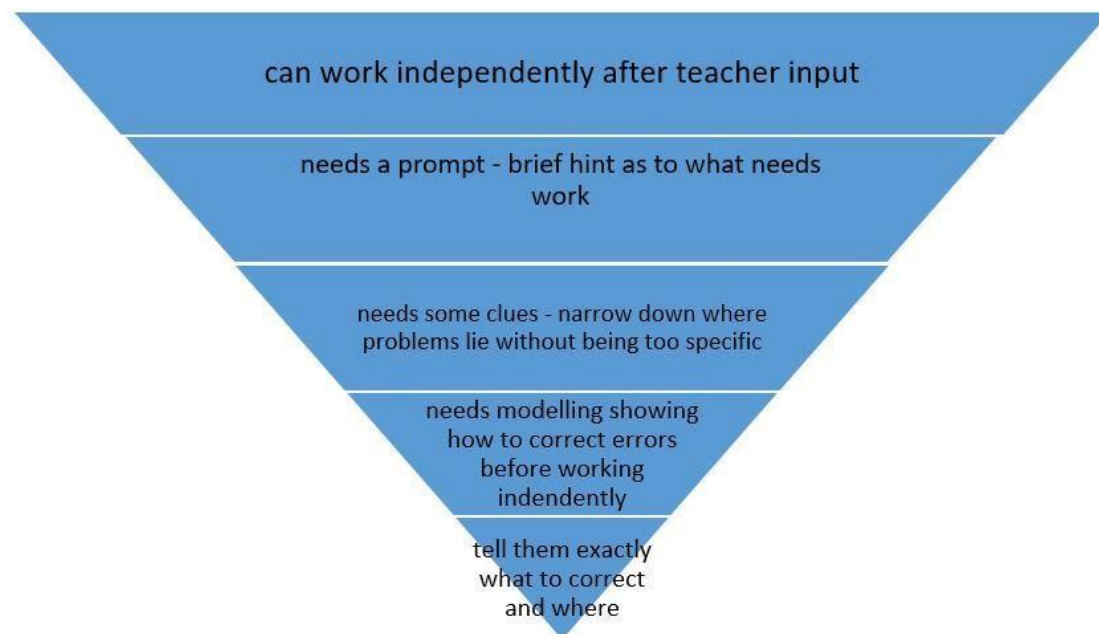
The Education Endowment Foundation research (EEF, 2014, 2016) shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

	Feedback more likely to move learning forward			**Less likely**
	Task	**Subject**	**Self-regulation strategies**	**Personal**
	Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.	Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.	Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.	About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.
KS1 examples	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'	'Great work—you're brilliant at maths!'
KS2 examples	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features. 'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Iceni tribe".'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review strategies that we've use to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	'This is ok, but you are better than this!'

EEF 2021

The strategical minimal marking triangle

can work independently after teacher input

needs a prompt - brief hint as to what needs work

needs some clues - narrow down where problems lie without being too specific

needs modelling showing how to correct errors before working indendently

tell them exactly what to correct and where

Start out with the assumption that all children can work independently given prior input and only increase the amount of intervention if the pupil really can't get on without it. Give children take up time; let them struggle for a bit, but above all, make sure they are the ones doing the hard work; not you.

Sealy (2019)

The quality of marking should not be confused with the quantity. Teachers should focus on ensuring that marking is **meaningful, manageable and motivating.**

See DFE Eliminating Unnecessary Workload Around Marking, March 2016.

References

Black, P. and William, D. (1998) *Inside the Black Box :raising standards through classroom assessment.* London: nfer Nelson

Education Endowment Foundation (2011) *Teaching and learning Toolkit.* Available at: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit

Education Endowment Foundation (2014) *Anglican Schools Partnership: effective feedback*

Education Endowment Foundation (2016) *A marked Improvement? A review of the evidence on written marking*

Sadler, D.R (1989) Formative assessment and the design of instructional systems. *Instructional Science*, 18, pp. 119-144

Sealy, C (2019) *Confessions of a Primary Headteacher: The New No Marking Policy*

in School and How It Works. Available at:

https://thirdspacelearning.com/blog/new-no-marking-policy-confessions-primary-

headteacher/

NCTEM (2016) *Marking and evidence guidance for Primary mathematics*

Appendix 2

Types of assessment

There are two main types of assessment: summative assessment and formative assessment which will be used to inform the feedback and marking provided. These are sometimes referred to as assessment of learning and assessment for learning, respectively. At some level, both happen in almost all classrooms.

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time may vary, depending on what the teacher wants to find out. There may be an assessment at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage.

A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded through writing, through photographs or other visual media, or through an audio recording. Whichever medium is used, the assessment will show what has been achieved. It will summarise attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stakeholders (e.g. parents, governors, etc.).

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.

Formative assessments may be questions, tasks, quizzes or more formal assessments. Often formative assessments may not be recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated. It is possible for a summative assessment to be complemented with materials that help teachers to analyse the results to inform teaching and learning (therefore also having formative benefits).

Appendix 3

Editing Flaps:
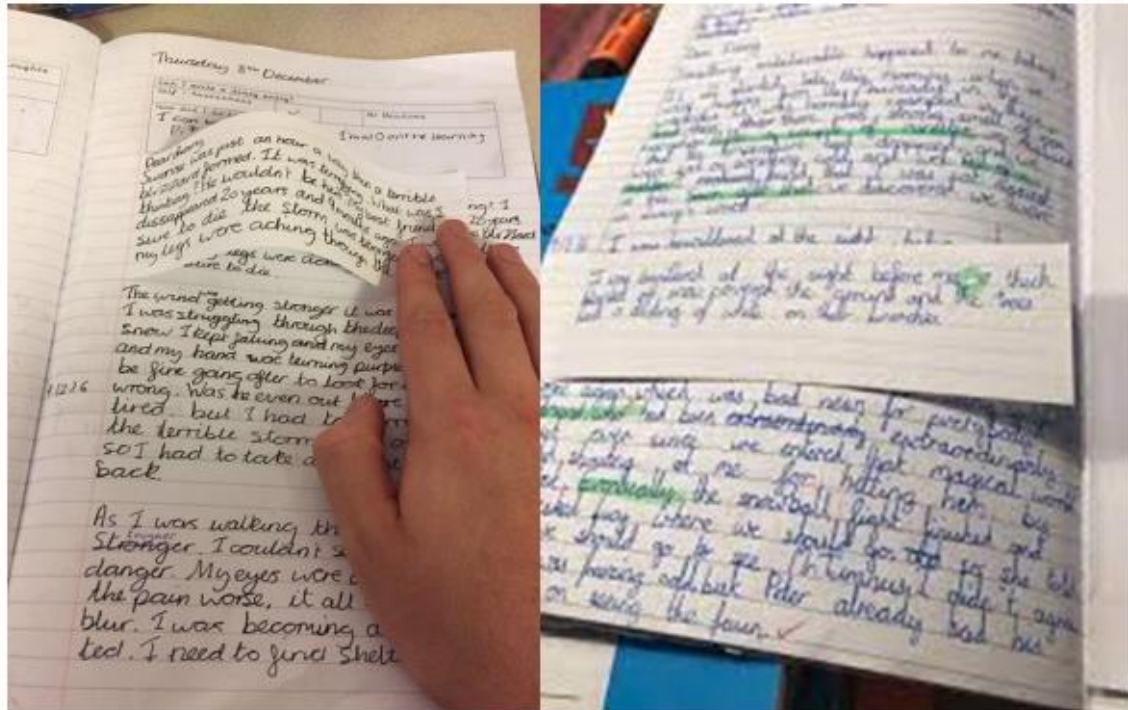
Example of 'editing flaps'
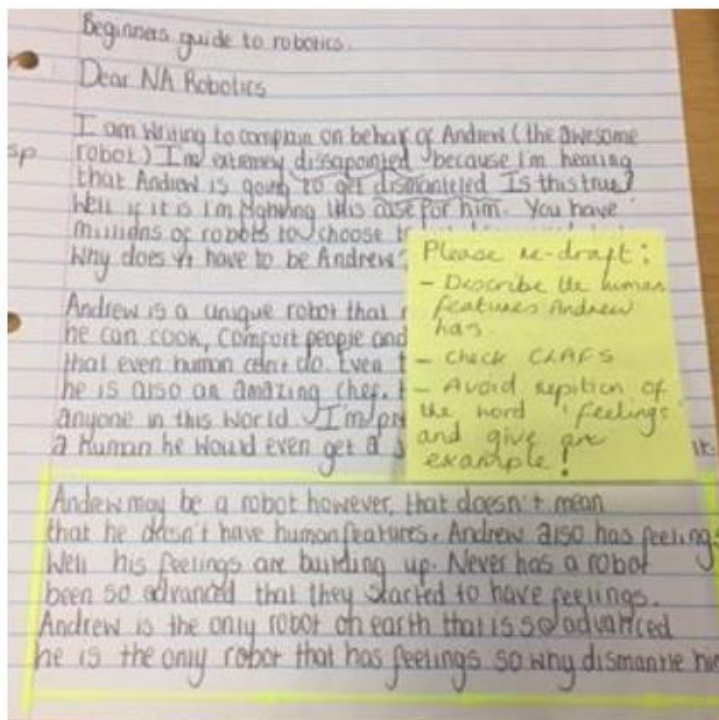
Example of 'Yellow Box' marking

Yellow Box Marking:

Yellow Box Marking involves the teacher selecting a section of work to feedback on in detail. They offer specific and diagnostic feedback on this section which the pupil can act upon. The purpose is to enable a more precise focus on the key areas for improvement. The pupil knows where to target their efforts and improvements can be identified much more clearly to help aid student progress This type of feedback is more focussed and manageable for pupils. Instead of asking students to re-write or apply feedback to the entire response (which can be demotivating for a pupil) they only re-write the work highlighted in the yellow box whilst taking into account the teacher feedback. The size of the box will determine how many improvements need to be made and the technique can be used flexibly. Teachers may use more than one yellow box throughout the work to direct the pupil towards a focus e.g. The omission of question marks.

Framed Sentences:

I liked the way you...	I can see that you are meeting the learning objective by....	You have been resilient because...
I think...	Challenge yourself to...	Next time, could you...
From looking at your work, I can now...	I can apply this to my learning by...	Is that the correct spelling of...?

Examples of framed sentences to support the development of pupils' oracy when giving feedback.

Appendix 4

Marking Codes

Level of support:

Marking codes may be used by teachers to indicate whether the work was completed independently or with assistance:

In EYFS, it is assumed work is supported unless labelled otherwise.

From Year 1, it is assumed work is independent unless labelled otherwise.

GG – Guided Group
I – Independent
S – Support

General:

Correct / Incorrect

Correct   ✓

Incorrect   ·

The incorrect dot can be then changed to a tick when work has been corrected by the pupil.

Teachers (especially in EYFS and KS1) may choose to use the following marking codes :

Symbol	Meaning / usage
	Full stops
Aa	Capital letters
	Finger spaces
SP	Spelling The teacher may choose to underline spelling word
	Segment to spell
✓ Verbal	I can read my writing to an adult
	Sit letters on the line

The use of marking codes will be regularly reviewed by teachers to ensure consistency between classes and teachers.