

AYCLIFFE DRIVE PRIMARY SCHOOL



Assessment, Feedback and Marking Policy

Curriculum Committee

**Updated April 2023
To be reviewed April 2026**

Staff Responsible

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Assessment, Feedback and Marking Policy

Marking is a continuum between the teacher and the pupil. It should be a dialogue written or spoken so that pupils understand their learning better and how to improve it.

Research shows the *quality* of the teacher's practice makes a greater difference to the child than any amount of marking.

What is the purpose of assessment, feedback and marking?

- Children act on feedback and make progress.
- Assessment informs future planning and teaching.
- Children are likely to be more successful if they know where they are going, how to get there and value their work and its quality.

Verbal feedback

The Latin origin of the word assessment is "assidere", to sit beside. The best feedback is sitting with a child in the classroom having a conversation about their work and offering meaningful feedback.

Teachers should give immediate feedback that helps pupils during the lesson (rather than weeks later when the teacher has found time to provide written feedback).

Knowing your pupils is imperative in order to provide effective feedback.

This information may add to the overall picture:

- Prior attainment
- Reading age
- How the pupil had done in the subject prior to you teaching them
- Whether a child is EAL or has SEND or if particularly able
- Children's overall strengths and weaknesses
- Relationships the teachers have with their pupils, in line with the Behaviour and Teaching and Learning Policies.
- Information from outside agencies

Be mindful that pupil context rarely means that one should adjust aspirations on what they can achieve.

Written Marking

Live Marking

This is a class culture of over the shoulder marking, small group and "you to me" teaching. This can be supported by Zonal feedback.

Zonal Feedback

- Choose one aspect of the pupil's work to assess; mark it well and in detail offering verbal feedback or written marking.
- The result is that pupils know where to work and what to target.
- This is only effective if time is allocated for pupils to complete the improvement or as a specific homework activity.
- For Zonal feedback use a green or any other coloured pen that is not pink.
- Use pink highlighter to indicate that an element is outstanding.

Smart Marking

This will be a more detailed marking which staff will do, eg, for a lengthy piece of writing. A particular frequency of marking will not be identified.

- Develop a secure overview before setting and marking an assessment. Consider where you are in the curriculum, the starting point, the progress and the context of each pupil and the purpose of setting and marking this specific piece of work.
- Use the powerful words “not yet” in your marking to cut through complex grading systems and form a simple assessment framework that will motivate students to improve their learning and develop resilience.
- Do not leave comments such as “well done”. Say it in person when returning work or highlight areas that conform to success criteria/learning objective in pink.
- Ensure you are using the marking code that is in line with school policy to help your pupils' progress and to save time. Remember your pupils must understand the key assessment points for your marking code to be effective.
- Encourage a culture of redrafting in your classroom where not every piece of work is the finished article and mistakes are used to improve learning. This is critical for pupils to develop confidence and motivation.
- Use marking and assessment to spot the gap in your pupil's learning, then go back and re-teach anything that pupils haven't quite grasped. Think carefully about how and why you do this.
- Ask pupils to identify gaps in their own learning and model how they can find and fix mistakes and problem areas for themselves. This will help pupils learn from their mistakes, develop resilience and ultimately deepen their learning and understanding.
- Moderate pupils work and marking as an individual teacher, a Key Stage or an entire school to inform curriculum planning and monitor progress.
- **Peer/pupil self-assessment/marking**
- Take time to teach children how to do this effectively.

Uncomplicated Marking Code

Symbol	Meaning
√	Correct / good point / well written / or a thumbs up can be given in subjects such as PE
x	Incorrect / wrong point/ thumbs down in a practical subjects such as PE
sp	Correct spelling mistake (these words such be redrafted as part of good retrieval practice exercises, to support the memory)
?	This does not make sense / the handwriting or sentence needs to be clearer
^	You need to add a word
//	You need to start a new paragraph
eg	Provide examples

For this to be successful the school needs effective Teachers and Teaching Assistants

The quality of teaching in the classroom has the single, greatest impact on pupil outcomes when compared with any other intervention. Differentiation is not a one off exercise. It should be planned over time to ensure a Quality First approach that meets the needs of all pupils and maximises the use of additional adults in the room.

Staff at Aycliffe Drive must have the following qualities:

Passion

An effective teacher is one who is passionate about education and in tune with their class and the constraints and pressures they are working under.

Relationships with pupils enable better behaviour management.

Planned and organised

Lesson pace is well thought out to meet the needs of the pupils.

Classroom resources are organised in a meticulous way.

Reflective and open minded

Effective teachers know that nobody is perfect and there is always room for improvement and it is necessary to reflect on their own teaching in order to develop their practice further.

Comfortable with taking risks and embracing change

There is a need to be flexible and go with the flow.

They must adapt to meet the needs of the pupils and the requirements of the curriculum and assessment.

Willing to improve

They need to be at the forefront of their subject knowledge, skills and pedagogy.

There must be an awareness that what may have worked 2 or 3 years ago may not be so effective today.

Collaborative

Effective teachers should never underestimate the expertise within the school.

Staff should share ideas with colleagues through quick discussion and short observations and share experiences with pupils where applicable to the curriculum.

Able to break down barriers

Effective teachers know that the Quality of First Teaching has the greatest impact on pupils learning.

Interventions are offered, but are *never* a substitute for low standards in the classroom.

Effective teachers set themselves and their pupils high standards and expect them to be met.

Consistent

Teachers remain in line with whole school policy and never undermine their colleagues. They give a 100 % to everything they do.

The importance of Modelling

When it comes to teaching literacy and numeracy, modelling strategies are essential.

The quality of the pupils' written and oral language is a significant determinant of progress. A strong mathematical grounding is also beneficial in a wide variety of subjects including the STEM subjects and also geography, computing, art and PE.

Reading

The teacher models the following points to pupils, older pupils may well be able to lead discussions using the techniques below.

Summarising - highlighting the key ideas in the text.

Questioning - Asking questions about the text and noting how the text relates to previous learning.

Clarifying - Addressing the confusing parts of the text and attempting to answer the questions.

Predicting – thinking about what might happen later in the story or what the author might say in the next section of the text.

Writing

All rehearsal in preparation for an upcoming writing task is essential.

Demonstrations / modelling are very effective. This is based on the idea that you cannot write until you can verbalise the story, as promoted by Pie Corbett.

Imitation - the children learn a text and the language they need

Innovation – the children adapt the model text with ideas of their own

Invention – the children create their own text using the language and skills that the model taught them

Other models are direct instruction - the teacher models the writing.

Guided instruction – teachers and pupils complete the writing together.

Independent practice – the children complete their writing alone or in small groups.

Think - Students work on their own thinking about how they might approach the task.

Pair - Students pair up to discuss and develop ideas.

Share - The teacher facilitates a whole-class discussion asking pairs to share their ideas.

I do - Direct instruction from the teacher in the form of modelling completion of the task.

We do - Guided instruction where the teacher and student complete the learning activity simultaneously.

You do - Independent student practice, completing the learning activity alone, or in pairs or small groups.

Mathematics

Maths include not only significant aspects of what is taught but also the ability to use numbers and solve problems in real life and across the curriculum.

Modelling using the board / visualiser is explicit and powerful.

When you teach anything that is numeracy related you should make it explicit that you are doing so (to use conscious long-term and working memory).

The process of modelling an activity then asking pupils to complete it independently or in a small group enables them to put their learning into practice and helps them to retain information and skills that they have gained.

Direct teaching in all other areas of the curriculum

When you are teaching it is essential that you are explicit about:

- Learning outcomes
- Success criteria where appropriate.

- Key words that form the foundation for your lesson. Key words must be embedded into the lesson because if they are just mentioned at the beginning of the lesson and not mentioned again they serve no purpose.
- Children must understand the knowledge and skills that you want them to learn / the language they are expected to understand and apply.

Feedback that enables Pupils to become self-regulated Learners

First - clarify what is good performance for the task and model it using “I do, we do, you do”.

Second - child begins the task. Use self and peer assessment strategy to allow the children to determine how they are progressing through the task.

Third - provide micro, high quality feedback in conversation around the classroom supported with simple questions.

Fourth - encourage peer –to peer dialogue.

Fifth - as feedback is provided, encourage positive motivation and self-esteem by asking pupils what they have learnt and what they need to do next.

Sixth - provide opportunity to close the gap in terms of what, where and when they will require this intervention.

Finally - evaluate the next steps for yourself and the children.

Summary

- Staff and children will use a combination of:
 - verbal feedback
 - written marking
 - zonal feedback
- All of the above marking will be used where appropriate. Staff cannot use one type exclusively.
- All work will be acknowledged in all recorded subjects. This could be with a tick, pupil purple pen input or pink highlighter.
- Pupils will self correct with a purple pen.
- Staff will acknowledge excellent with a pink highlighter.
- Marking code on the policy will be followed
- Learning objectives will be recorded in books for all recorded work.
- For non-recorded work, e.g. PR verbal objectives will be provided.