At Mowmacre Hill Primary School we recognise that every child is an individual who will each travel along a unique learning journey to reach their full potential. We believe that providing effective feedback either verbally or written is essential to children progressing well with their learning as well as valuing children's efforts and contributions. Providing effective feedback and teacher marking is essential for ensuring every child can be the best that they can be. This policy was written following a full review of the school's current policy and in consultation with Senior Leaders, teachers and children.

Aims

Verbal and written feedback is an integral part of assessment and is crucial to ensure that everyone is aware of how well a child is progressing; their achievements and areas to develop. We aim to provide a clear system of feedback which is consistent across the school.

As a school, we recognise that the main aims of feedback are:
1. To assess progress of the children against their year group expectations as set out in the National Curriculum 2014.
2. To support children to become better learners by giving them a clear picture of what they have achieved and what they need to do to develop and improve their work.
3. To motivate and encourage children; building their self esteem and valuing their efforts.
4. To provide teachers with vital information to inform future teaching and learning.
5. To allow teachers to set targets for the children.
6. To engage children as investors of their own learning through self and peer assessment.

The Big Question and Success Criteria

For marking to be an embedded part of their teaching and learning cycle, the feedback policy is fundamentally underpinned by the school's use of the big question and success criteria. For all lessons, a printed copy of the lesson's big question and the success criteria will be given. This is used to provide feedback for practical and recorded activities. Where appropriate, children will be given the opportunity to create their own success criteria. If appropriate, one of the success criteria can be used as an opportunity to work towards their individual targets or an opportunity to show where a child is working at greater depth.

For English and all topic work, this will be set out in the following format:

Pupil Assess	Date; I G S	Teacher Assess
☐	• Success criteria	☐
☐	• Small steps for each child	☐
☐	• Between 2 and 4 steps for each piece of work	☐

In Mathematics, this will be set out using the 'Going Deeper' format:

Pupil Assessment	BQ: What do I need to do when adding fractions that total more than 1? I G S	Teacher Assessment
	• Find a common denominator • Write the answer as an improper fraction • Write the answer as a mixed number	
	Maths no problem workbook pages 143 – 144	
	Gemma is adding three fractions. She uses the model to help her. What could her three fractions be? Can you record a number story to represent your calculation? 	
	The sum of three fractions is 2 1/8 The fractions have different denominators. All of the fractions are greater than or equal to a half. None of the fractions are improper fractions. All of the denominators are factors of 8 What could the fractions be?	

Teachers will indicate for every piece by circling the appropriate letter whether the work was:
I   Independently completed
G   Guided by a teacher to the next step of learning
S   Supported by another person to complete the set activity

Teacher Assessment – success criteria will be marked against using the following codes:

Success criteria has been met at a level of greater depth
Success criteria has been met
Success criteria has been partly met
Success criteria needs further development/ not seen in piece of work

In English and Topic books when a child has not fully met the success criteria, a teacher will provide feedback to the child as to what they need to do to meet this. This may be in the form of verbal or written feedback. If a written comment is given, teachers will give feedback for the child to respond or provide a comment relating to next steps in learning. This will be given in orange pen. Teachers will ensure that their feedback is accurate and helpful. For example, a comment such as "you need to present your data better" is accurate but not helpful in providing the child with clear guidance on how to improve. A comment such as "Label your tables with the units" is accurate and helpful in ensuring the child meets the success criteria.

When a child has responded to the feedback and errors have been corrected, then a teacher will use green highlighter/pen to remark.

Due to the school adopting to a Mathematics curriculum which fully adheres to the main principles of a mastery curriculum, next steps will not be identified within marking as teachers will use the assessment information gathered from marking, questioning and observing during a lesson to inform their planning and amend when necessary. If a child has not met the success criteria during a mathematics session and so therefore the teacher uses rapid intervention before the next lesson to address any gaps, this will be recorded within the Maths No Problem workbook.

Pupil Assessment

Mowmacre Hill recognises the importance of pupil assessment for all our children. From the start of the journey at Mowmacre Hill, children will be given the opportunity to talk about what they are learning and how well they are achieving against the big questions. The use of pupil assessment will be progressive within the school to follow the expectations of the curriculum.

Foundation stage	Adults will verbally reinforce with children their success against the big question and intended outcomes. Adults will use questioning and probing to support children in recognising when and where learning has happened. This will be used alongside the expectations of the Characteristics of Effective Learning.
Year 1	In the Autumn term, teachers will verbally build on the knowledge of learning from the EYFS setting. In the Spring term, teachers will introduce the children to a form of written self-assessment using the same colours of the whole school policy however these will be presented through the use of coloured faces rather than an empty box.
Year 2 to Year 6	All success criteria presented to children will also have an opportunity for self- assessment to be completed by the child using the following codes:

Pupil Assessment

 I feel confident to use this in my work/learning
 I have some confidence with this but would like to practise some more

English Unit Overviews

At the start of a new unit of work, teachers will create the unit overview which will be displayed in each child's book. The unit overview will contain information for the child to tell them what the main learning will be in the unit. Teachers will use the national curriculum objectives to form the big questions for individual lessons. After each 'cold' write, the child will be set a target for them to achieve during the unit of work which must be made explicit to the child in the book.

Correcting Grammar, Punctuation and Spelling (GPS)

The correct use of grammar and punctuation along with accurate spelling is key to ensure that children make good progress as writers through their journey in school. Where a child makes an error relating to an area of GPS which has already been taught or is an expectation from a previous year group, the teacher will highlight this error in orange. Children are expected to identify the error and make the correction themselves as independent learners.

Peer Assessment

Mowmacre Hill recognises the value of peer assessment not only as a form of the marking and assessment procedure but also within the wider agenda of a mastery approach to teaching and learning. Peer assessment is an opportunity for another child to consolidate and apply understanding to a different context. This will be identified using the symbol in Appendix A.

SHINE

The school's presentation policy is based around the acronym of 'SHINE'

When a child shows progress towards this in their written work, the teacher will write SHINE at the end of the work and circle in green the letter which has been achieved well. When a child has not met the expectations, the teacher will write SHINE at the end of the work and circle the letter in orange which is causing concern. Wherever possible, children will then be expected to respond to the comment and rectify the mistake.

<u>EYFS</u>

Teacher Assessment

In line with the rest of the school, learning will be introduced to the children through the use of the big question. Success Criteria should be linked to the Early Years Foundation Stage Development Matters document. In EYFS, verbal feedback will be given throughout the day and as the main form. Verbal feedback should allow the child to recognise strengths in their approach and areas for extending their learning and deepening understanding.

When the piece of work is assessed the following must be selected and noted in Green Pen.

I   Independently completed
G   Guided by a teacher to the next step of learning
S   Supported by another person to complete the set activity
Teacher writes- met/partially met/ not yet met in green

The above should be in line with rest of the school's teacher feedback model and displayed at the bottom of written work books.

This marking should be done in the presence of the child where possible with a verbal feedback including a positive comment and a next step.

When an observation is made; pupils are assessed against development matters, characteristics of effective learning and Leuvens well being and involvement scales which are recorded within Tapestry Online Learning Journal. This is shared with children and parents at points throughout the year.

<u>Roles and Responsibilities</u>

Headteacher/ SLT
  ✓ Ensure policy is fully implemented into school life
  ✓ Evaluate the effectiveness of the policy against progress and assessment information
  ✓ Report back to Systems Leader and Advisory Board regularly
  ✓ Address underperformance/ capability concerns when policy is not being implemented effectively
  ✓ Comment upon children's work when undertaking any form of moderation, standardisation, monitoring or evaluating activity with either a stuck in slip or black pen to stand out from that of the teacher.

Assessment Leader
  ✓ Review policy annually
  ✓ Consult stakeholders regarding effectiveness and suitability of policy
  ✓ Provide structured teacher development through action plans when concerns of capability are raised

English, Mathematics, Phase and Curriculum Leaders
  ✓ Monitor use of policy and provide support and feedback relevant to subject/ phase where relevant

5

    ✓ Report monitoring activities to HT/DHT/ Advisory board
    ✓ Support teachers to fully implement policy into practice
    ✓ Induct new/ newly qualified/ students to policy

Classroom Teachers
    ✓ Fully implement the school's feedback and marking policy
    ✓ Mark every piece of recorded work
    ✓ Use verbal and written feedback as an opportunity to offer constructive feedback
    ✓ Use praise in a meaningful way as to motivate children whilst valuing a positive attitude towards learning
    ✓ Communicate with other colleagues
    ✓ Ensure all Literacy and Topic books display the child friendly version of the policy

Cover Supervisors/ Level 3 Teaching Assistants covering lessons
    ✓ Mark every piece of work to which they have delivered the lesson using the school's policy
    ✓ Feedback to the class teacher where learning has been good and where there needs to be further support and/or development

Teaching Assistants
    ✓ Use verbal feedback as an opportunity to offer constructive feedback
    ✓ Communicate with the class teacher about a child's progress when supporting a group and/ or individual
    ✓ Mark homework when directed by class teacher

Appendix A
Symbols and Codes

ST	Supply teacher delivered the session
Absent	If a child is absent for a lesson, a teacher will note and leave a blank page
T	Evidence of target has been met
I	Independently completed
G	Guided by a teacher to the next step of learning
S	Supported by another person to complete the set activity
(P)	Peer assessed

Teacher Assessment – success criteria will be marked against using the following codes:

■ (purple)	Success criteria has been met at a level of greater depth
■ (green)	Success criteria has been met
▭	Success criteria has been partly met
■ (orange)	Success criteria needs further development/ not seen in piece of work

SHINE	Green circle where child has achieved
	Orange circle where child has not met expectations