



## **Assessment and Feedback Clarity Document**

As a school, we recognise the importance of using a range of assessment and feedback to progress learning. We aim to create a culture of misconception and action. Our aim is to support pupil progress, build learning and address misunderstandings to close the gap between where a pupil is and where the teacher wants them to be.

This policy is based on the Principles of Good Feedback:

1. **Lay the foundations for effective feedback** –high quality planning and teaching to reduce the work that feedback needs to do.
2. **Deliver appropriately timed feedback that focuses on moving learning forward** – use teacher judgement relating to the task, the child and the collective understanding of the class.
3. **Plan for how pupils will receive and use feedback** – strong relationships with children mean that they are willing to receive feedback. Children will be provided with opportunities to act on feedback.

### **Written Feedback**

Our school is committed to a feedback policy that is effective in securing pupil progress and manageable. Teachers are expected to complete a daily assessment table within the lesson or shortly after, that addresses children who have significant misconceptions and may need a re-teach/ same day intervention and general misconceptions which may need to be addressed as a whole class. Filling in the daily assessment table should take no more than 5 -10 minutes. Teachers will also make a note of those children who have done well and share these with the children.

In addition to the daily assessment table, teachers should consider:

- **In English... The expectation is for teachers to give oral feedback in the moment which is referred to as LIVE marking. The only expectations for written feedback are ticks to recognise what children have done well or SPGs that are done within the lesson as teachers and TAs roam.**
- **In Maths... The expectation is for teachers to give oral feedback in the moment which is referred to as LIVE marking. We would expect to see AX for arithmetic errors and RX for reasoning errors which would be done within the lesson as teachers and TAs roam. We would also expect to see a next step once a week as part of a Maths Deep Mark.**

The leadership team will moderate judgements on how effective assessment and feedback has been based on the **impact** it has on children's **progress**. From now on, when you are given feedback after a book scrutiny it will focus on how **effective** your daily assessment sheets have been.

## English – SPGs

Live marking should focus on the basics of grammar, punctuation, spelling and presentation.

Teachers should take account of age-related expectations as set out in the Pie Corbett T4W Progression Map and the needs of individual children, using magpie and spelling books. The following symbols should be used:

	Spelling	Punctuation	Grammar
<b>KS1</b>	<p><b>S</b> written in the margin on the line where the spelling needs correcting and <u>underline</u> the spelling.</p> <p><b>Teacher</b> to use their knowledge of the child and whether it is a mistake or misconception to determine whether to model the spelling.</p>	<p><b>P</b> written in the margin on the line where the punctuation needs correcting.</p> <p>Circle the mistake that needs correcting.</p> <p><b>Child</b> to use their skills to correct the mistake.</p>	<p><b>G</b> written in the margin on the line where the grammar needs correcting.</p> <p><u>Underline</u> the mistake that needs correcting.</p> <p><b>Child</b> to use their skills to correct the mistake.</p>
<b>KS2</b>	<p><b>S</b> written in the margin on the line where the spelling needs correcting.</p> <p><b>Child</b> to write the correct spelling using their skills or a spelling bank.</p>	<p><b>P</b> written in the margin on the line where the punctuation needs correcting.</p> <p><b>Px2</b>(or more) to indicate if more than one correction needs to be made.</p> <p><b>Child</b> to use their skills to find the error(s) and correct.</p>	<p><b>G</b> written in the margin on the line where the grammar needs correcting.</p> <p><b>Gx2</b>(or more) to indicate if more than one correction needs to be made.</p> <p><b>Child</b> to use their skills to find the error(s) and correct.</p>
<b>GD Upper KS2</b>	<p><b>S</b> written at the end of the piece of work.</p> <p><b>Child</b> to locate inaccurate spelling and make appropriate correction(s).</p>	<p><b>P</b> written at the end of the piece of work.</p> <p><b>Child</b> to locate inaccurate punctuation and make appropriate correction(s).</p>	<p><b>G</b> written at the end of a piece of work.</p> <p><b>Child</b> to locate inaccurate grammar and make appropriate correction(s).</p>

## Showing the children what they have done well

The teacher should indicate what the child has done well with double ticks or a smiley face next to the section of work that shows the success. This could include actions from previous lessons that have been acted upon. It may also relate to the Pie Corbett T4W Progression Map.

## Child Version of Symbols - English

When they give you feedback, your teacher might use the following symbols:

<b>S = Spelling</b>	<b>P = Punctuation</b>	<b>G = Grammar</b>
If you see this symbol, you have made a spelling mistake.	If you see this symbol, you have made a punctuation mistake.	If you see this symbol, you have made a grammar mistake.
Your teacher might show you where it is by underlining it.	Your teacher might show you where it is by circling the mistake.	Your teacher might show you where it is by underlining it.
You need to correct it so that you have written the correct spelling.	You need to correct it so that you have used the correct punctuation.	You need to correct it so that you have used the correct grammar.

## Toolkits – Self and Peer Feedback Tool in Writing

When children have completed a section of work, they can self-assess their work against the toolkit, and where they have missed things out or not been as accurate as they should have been, they should self-correct their own work.

## Maths – Deep Marking



The expectation is that you don't deep mark the children's MNP! Workbooks should instead be marked during the lesson by the teacher, TA, or child.

As the children get older, there will be more opportunities for the answers to be displayed and for them to self-assess or peer-assess the work.

The purpose of the MNP! Workbooks are an assessment tool for identifying which children have and haven't met the lesson's non-negotiable goal.

Deep marking should focus on the children's journal and challenge their understanding of the non-negotiable goal from that lesson. You should set the children a reasoning-style action or the next step to move their understanding forward. It is expected that the following symbols are used:

	Number	Arithmetic	Reasoning
<b>Working Towards ARE</b>	<p><b>Circle</b> the number reversal or place value error e.g. 13 written instead of 31.</p> <p><b>Teacher</b> to model the correct orientation or number in the Key Vocab box (bottom of the page)</p> <p><b>Child</b> to repeat it 3 times.</p>	<p><b>AX</b> written beside the calculation that is incorrect. Where possible use a box to indicate the part of the calculation where the error was made.</p> <p><b>Child</b> to use calculation skills to correct the mistake.</p>	<p><b>RX</b> written beside the reason/explanation that is incorrect. Where possible <u>underline</u> the part of the explanation where the error was made.</p> <p><b>Child</b> to use reasoning skills to correct the mistake.</p>
<b>At or above ARE</b>	<p><b>Circle</b> next to the number or calculation where the reversal or place value error has taken place.</p> <p><b>Teacher</b> to model the correct orientation or number in the Key Vocab box at the bottom of the page.</p> <p><b>Child</b> to repeat it 3 times.</p>	<p><b>AX</b> written beside the calculation that is incorrect.</p> <p><b>Child</b> to use calculation skills to correct the mistake.</p>	<p><b>RX</b> written beside the reason/explanation that is incorrect</p> <p><b>Child</b> to use reasoning skills to correct the mistake.</p>

### Showing the children what they have done well

The teacher should indicate what the child has done well with double ticks or a smiley face next to the section of work that shows the success. This could include actions from previous lessons that have been acted upon.

### Child Version of Symbols - Maths

When they give you feedback, your teacher might use the following symbols:  
When they give you feedback, your teacher might use the following symbols:

<b>O = Number/Place Value</b>	<b>AX = Arithmetic</b>	<b>RX = Reasoning</b>
If you see this symbol, you have made a number or place value mistake.	If you see this symbol, you have made an arithmetic mistake.	If you see this symbol, you have made a reasoning or explanation mistake.
Your teacher might show you where it is by Circling the mistake.	Your teacher might show you where it is by putting a box around the mistake.	Your teacher might show you where it is by underlining the mistake in your reasoning or explanation.
You need to correct it and practise it three times at the bottom of the page.	You need to correct it so that you have used the correct calculation.	You need to correct it so that you have used the correct reasoning or explanation.

You should always use a **Purple Pen** to show where you have acted on your teacher's feedback (unless you are told to use something else).

### Showing the children what their next steps are

All deep marking should result in an action (next steps) that children should act upon using a **Purple Pen** at the earliest opportunity, so that it remains relevant to them. Example:



Can you use the skills we learnt today to solve:

$$\begin{array}{r}
 \phantom{+} \phantom{?} \phantom{?} \phantom{9} \\
 + \phantom{?} \phantom{3} \phantom{?} \\
 \hline
 = \phantom{7} \phantom{0} \phantom{6}
 \end{array}$$

### **Different styles of journaling for next steps**

Here are some examples of the different types of journaling that you could ask the children to do as part of their next steps:

**Descriptive** – Children describe what they did during the lesson and the methods they used. You could ask them to write a set of instructions for a friend or younger pupil so that they can solve the problem.

**Evaluative** – The child has to make and justify choices. You could ask them why they chose a certain method and how it helped them.

**Creative** – Encourage the child to develop their own methods and stories. You could ask them to create a brand-new method and give it a name, or name it after themselves. You could ask them to write a word story for a problem or number sentence.

**Investigative** – Ask the child to record their findings after exploring a problem, set them questions such as: Did you see any patterns? What helped you in this investigation? How many solutions can you find to this problem where all the shapes are a different 1-digit figure?

$$\triangle + \square + \bigcirc = 21$$

**Formative** – Ask the child to demonstrate their understanding so that you can see how much progress they've made. There are a variety of different questions styles for this such as: Which question did you find the hardest and why?

- Choose a problem that you've solved and explain how.
- Can you find and correct my mistake, explaining what I did wrong?

### **Examples of possible Actions/Next Steps**

There are four types of possible Actions/Next Steps you can set children, and this will depend on:

- what level of challenge they are working at compared to ARE
- where you are in a teaching sequence; Start, Middle or End

### **The four types**

Types of Action / Next Step				
Attainment or Challenge Level	Above ARE	<b>Challenge</b>	End of the Unit	Teaching Sequence
	At ARE	<b>Reminder</b>	Middle of the Unit	
	Below ARE	<b>Instructions</b>	Start of the Unit	
		<b>Examples</b>		

### **Examples**

Often given to children below ARE or towards the start of a unit of work.



- The teacher might give two examples of how to use a technique and ask the child to write/show the third example using the same skills.
- The teacher might highlight two occasions where the child has used a technique and ask them to find a 3<sup>rd</sup> example to highlight.

### **Instructions**

Often given to children at ARE or towards the middle of a unit of work.

- The teacher might give instructions on how to punctuate inverted commas & ask the child to write a sentence following the instructions.
- The teacher might give two or 3 instructions on how to round a three digit number to the nearest 10 and then ask the child to follow the instructions and round 3 examples.

### **Reminders**

Often given to children above ARE (as they become more independent) or towards the middle or end of a unit of work.

- The teacher might remind the children of the techniques learnt so far in the unit & ask the children to highlight where they have included them.
- The teacher might remind the child to exchange when using column subtraction and ask them to answer two further questions?

### **Challenge**

Often given to children above ARE and towards the end of a unit of work.

- The teacher might ask children why they have chosen specific words, sentence types, sentence order and focus on the effect on the reader.
- The teacher might ask children to answer a word problem using the calculations they have been practising.
- The teacher might set an open-ended challenge to deepen the child's understanding – ask them to define a technique, write a rule, or check whether the rule is always true or has exceptions (does the rule work for decimals?).

### **Wider Curriculum Marking:**

For Topic, Science and RE, live recognition marking will be completed to assess whether children have understood the lesson.

- During or after the lesson, the teacher would fill in the daily assessment table (see below) with the children's names. These grids would be saved in an assessment folder.
- The assessment table will then ensure misconceptions are addressed in the following lessons.

The presentation should **always** match that of the core subject journals. If a topic lesson is an extended piece of writing it should use SPGs as per the English marking policy.