

Rationale

We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions: enabling children to become reflective learners and helping them to close the gap between current and desired performance. This demonstrates in particular, our commitment to effective assessment for learning that enables each child to know what they are learning; how successful they have been and what the next step(s) is to make progress. Such assessment and feedback processes encourage a personalised learning approach to planning and delivering an appropriate curriculum.

Our ultimate aim is for children to be able to meet their full potential through taking responsibility for their own learning.

Research shows that effective reflection, feedback and review is one of the most positive interventions in increasing attainment and achievement.

General Principles

Marking and feedback should:

- Be manageable for all teachers
- Involve all adults working with the children in the classroom
- Give children opportunities to become aware of and reflect on their current performance and learning needs
- Give recognition and appropriate praise for achievement
- Respond to individual learning needs, marking face-to-face with some and at a distance with others
- Inform future planning and individual target setting
- Encourage personalised learning
- Be accessible and inclusive
- Be seen by children as positive in improving their learning

Specific Principles

- Relate to learning intentions, which must be shared with the children
- Relate to the success criteria which must be shared and/or generated with the children
- Encourage and teach children to self-mark and self-evaluate where possible.
- Give clear strategies for improvement e.g. a 'closing the gap' comment that will become a target for future learning
- Allow specific time for children to read, reflect and respond to feedback
- Involve children in the same process (whether written or oral), across all subjects
- Use consistent codes throughout the school

Strategies

During each lesson children will be told what they are going to learn (learning intentions) and what the success criteria are. Where appropriate, the context will be separated from the learning intention so that learning is skills-based and transferable.

Formative vs Summative marking/feedback

With oral feedback in the course of a lesson, teachers' comments to children should focus primarily on the learning intention and linked success criteria; other issues should be dealt with quietly and individually. Oral questioning should similarly encourage children's self-evaluation that encourages the other higher order thinking skills of application, analysis, and synthesis.

Emphasis in marking and feedback should always focus on the learning intention and the related success criteria, recognising achievement and establishing the gaps that become targets for future improvement. (See marking policy for further details).

Assessment

Teachers should assess children in reading, writing and mathematics every half term and this information should be passed to the head teacher as it is reported to the governing body. Hodder PIRA reading tests and PUMA maths tests are used termly to provide standardised scores.

Assessment of other subject areas should be completed at the end of a unit and will build up over the year.

Inclusion

Any process of assessment and feedback must be inclusive through its accessibility. The vast majority of children have the potential to develop self-evaluation and feedback skills but greater scaffolding and support will be required for some children, including those with Special Educational Needs. Adaptation may also be required in terms of written marking and feedback to make it meaningful and to encourage confidence and progress in learning.

Grewelthorpe & Fountains CE Primary Schools Federation

Policy:	Assessment & Feedback Policy
Signed Chair of Governors:	
Date Signed:	
Governors Meeting Ratified:	12th June 2018
Review Date:	Summer 19
Review schedule	Annually