# *Loving Heart, Strong Mind*



# Holy Rosary Catholic Academy

# Planning, Assessment and Feedback Policy

## Rationale

"A great teacher assesses the impact of their teaching as they go along and adapts their teaching according to theinformation they glean. A great teacher is a readily flexible, ultra-adaptable 'chameleon teacher'"
(Wallace and Kirkman: Talk-less teaching – 2014)

*'As Sweller, Ayres and Kalyuga have said, **learning is defined as knowing more and remembering more** and as an alteration in long term memory - if nothing has been remembered, then nothing has been learned.[1] The primary purpose of assessment, therefore, is to understand the extent to which pupils know more and remember more of the curriculum they have experienced, and whether what they know is flexible and secure in long-term memory.*

*(St Ralph Sherwin CMAT Assessment Framework – 2021)*

## Aims

At Holy Rosary, we strive to create an ethos and environment in which children can enjoy learning and reflect, improve and grow in confidence in all that they do. We believe that assessment is vital in informing learning and teaching.

The term assessment refers to all those activities undertaken by teachers and teaching assistants and also by the pupils in assessing themselves, which provides information to be used as feedback to modify the learning and teaching activities in which they are engaged.

Assessment can be divided into two distinct types:

- Assessment of learning (summative assessment) and Assessment for learning (Formative assessment)

Summative summarises where learners are at, at a given point in time. At Holy Rosary, we assess summatively on a termly basis in all core and non core subjects. We use standardised testing in the Reading and Maths to support these judgements. In Writing, we use assessment statements that are broken down into the learning required for each term. We then assess pupils' progress against the termly learning.

In all other subject areas, we have devised our own assessment rubrics and tasks based upon the national curriculum and the 'powerful, sticky knowledge' required for progress/schema building. The retention and functionality of this knowledge is assessed on an ongoing basis as part of our formative assessment through retrieval practice outcomes, analysis of work produced, quality of verbal responses and spaced learning tasks

In both types of assessment (formative and summative) and across all subject areas, we subdivide teacher judgements into 4 possible grade boundaries (1, 2, 3 or 4):
- *Successfully learning all or nearly all of the curriculum, demonstrating a strong understanding of the knowledge and skills expected (1)*
- *Successfully learning most of the curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps (2)*
- *Successfully learning some of the curriculum, demonstrating a satisfactory understanding of the knowledge and skills expected, although there may be a number of gaps (3)*
- *Not successfully learning the curriculum, with important gaps in the skills and knowledge expected (4)*

Each descriptor indicates how much of the learning has been retained over the term. In some cases, pupils may be operating within a previous year group's expectations. All judgements are recorded onto our school tracker (Insight) after each assessment point in line with our SRSCMAT Assessment Framework (appendix 4). Outcomes from these assessments are then analysed during Pupil Progress Meetings and Achievement Team Meetings; the teaching sequence is then adjusted accordingly to meet pupils' needs.

## Classroom Practice

We believe that 'learning how to learn' is at the heart of assessment for learning. Thinking about how children learn makes it possible to work out how best to teach. As a result of this belief, our classroom practice reflects our aim to develop pupils as active and enthusiastic participants in their own learning.

Through the effective marking of work, teachers at Holy Rosary will plan effective lessons that impact on learning and accelerate progress. Marking and feedback will focus on success and improvement needs against learning objectives and success criteria, as well as being personal to the needs of the child.

At Holy Rosary effective marking and feedback aims to:

- Support teacher's assessment knowledge of each pupil as part of thorough and purposeful assessment for learning procedures, in order to plan and refine next steps in learning.

- Support pupil confidence and self-esteem in learning, and contribute to accelerated learning.

- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

- Have an impact on learning.

## Sharing objectives and reviewing learning

Learning objectives are displayed and discussed with all pupils so that everyone understands what they are aiming towards.

Learning objectives focus on the learning and not the activity

Success criteria are shared and displayed in relevant lessons to scaffold the pupils in understanding how to meet the learning objective.

Key questions are often displayed and used in lesson starters and plenaries to support pupils' thought
processes.

Curriculum displays include statements and questions to highlight key learning points.

Plenaries and mini-plenaries are used regularly during lessons, to provide an opportunity to reflect on the learning objectives and outcomes in order to ascertain what has been learned so far and what requires further attention.

Next steps are then identified and are used to inform future planning. This assessment feeds into the continuing process of learning and teaching.

The school uses a one-page format to record their feedback which is always shared with pupils at the beginning of the next session in the teaching sequence. This enables a review of prior learning, retrieval of previously taught knowledge and enable pupils to move their learning forward by responding (in red pen) to the feedback provided.

At the beginning of writing, reading, maths and RE sessions, the work from the previous day is reviewed, good example of work shared and misconceptions discussed (NMM feedback). During these sessions, the teacher will discuss elements for improvement and children will check work against these, making improvements where necessary.

## Marking and Feedback – Delivered through No Marking Marking (Whole class feedback)

In order for marking to be meaningful and effective in ensuring rapid progress, it should enable pupils to:

1: understand what they have done well
2: understand how to improve
*3: have a real opportunity to make visible signs of improvement as a result of feedback.*

In relation to the second and third aspect of meaningful marking, four types of marking prompts are used to enable pupils to make visible improvements to their work. All marking prompts begin with the word 'Now...' as they require pupils to respond directly to the prompt. The four types of marking prompts used are as follows:

**Example prompts** – These state exactly what needs to be done to secure improvement e.g. Now, put

this sentence here to improve the description within your setting.

*Steps prompts* – These state explicitly what needs to be done to secure improvement and might include several aspects (often from the success criteria that have been missed) e.g. Now, go and check you have included a sentence about the setting. Then see if you can add a little more detail about what you can see.

*Reminder prompts* – These prompts require the pupil to go back to the success criteria and make improvements based on missing elements/skills that they have identified e.g. What should you include in the setting of your story? Now, add in some more detail.

*Challenge prompts* – These types of prompts extend the pupils beyond the success criteria given within the lesson e.g. Now can you tell me more about the atmosphere in the forest?

These prompts will be given to the whole class through NMM feedback where good examples are shared and areas for improvement discussed. Teachers and Assistants then allow pupils time to act upon their feedback on a day to day basis.

The type of prompt used depends of the ability of the pupil and also where the lesson comes within the teaching sequence

### Processes

Five types of marking and feedback occur during teaching and learning at Holy Rosary:

1) **Children mark their own work (in red pen).** This happens particularly in Maths and throughout the lesson. The objective being that children can find their own errors in their work and correct them straight away. Children can also move their own learning on if all answers are correct.
2) **Teachers' well considered intervention** to deepen thinking and swiftly address misconceptions during lessons. This takes the form of on the spot marking, verbal feedback, effective questioning, mini plenaries and mid-lesson adjustments.
3) **'Light' marking of work,** acknowledging and recognising attainment, progress, success, effort and/or completion of work. This could take the form of ticks, or simple positive comments.
4) **Developmental marking** in which incisive feedback on attainment or success is given, and response from pupils is required to strengthen the teaching and learning process, in order to either consolidate or to accelerate and deepen learning.
5) **Self-assessment and peer assessment** of the attainment and success of a piece of work. This must be related to the Learning Objective, Success Criteria or pupils individual targets.

### Non-negotiable Procedures for Planning

Key objectives detailed in half termly SWAY documents are used to form the basis of medium term plans

Feedforward sheets are used for all subjects.

Assessment for Learning and focus pupils must be noted on these plans.

Next day planning must incorporate this AfL.

## Non-negotiable Procedures for Marking

All marking is to be carried out in black pen (positive), pink pen (corrections/developmental), yellow highlighter (spellings) and red pen (children's own marking).

All marking is to be done in a clear, legible cursive script.

All pupils' work is to be at least 'light' marked by Teacher or Support Staff.
No work should go unmarked.

Preparation work, including plans, drafts, jottings, working out in Maths and photocopied whiteboard work should be included in pupils' books. This is important as it charts the process and progress of pupils' learning.

Corrections, including spellings, grammar and punctuation relevant to the age group of the pupils, should be highlighted in Yellow.

Where a pupil could develop their work further this should be highlighted in Pink.
The pupils must then respond to this.

Targets met and examples of Success Criteria met may be highlighted in Green. To illustrate success when being shared in whole class feedback

Developmental marking should only be used if it will have an impact on that particular aspect of a pupils learning.


## Developmental Marking

Developmental marking should be linked to the Learning Objective and Success Criteria and/or individual writing target.

Developmental marking tasks must be effective in improving work, yet brief in execution.

Developmental marking should be written in pink pen, with the children responding in red.

Feedback comments must be directive and constructed to require a response by pupils.

Developmental marking should **only** be used if it will have an impact on that particular aspect of a pupils learning. This should then either correct, consolidate or challenge learning.

Additional developmental marking may also be used as a strategy to support pupils who are in need of greater acceleration.

### Self assessment / Peer assessment

Pupils are given regular opportunities to assess their own progress in the light of specific success criteria. They are then supported in identifying the next step in their learning and how to get there.

Peer assessment enables pupils to help one another to improve by giving each other feedback.

Pupils receive support to develop their skills in giving feedback in a way that is constructive and specifically based on the learning objective and success criteria.

### Responding to comments

Work that is marked developmentally requires a response from the pupil.
Pupils' response to all comments must be in red. If a verbal response was given this must be noted in the pupils' book.

### Acknowledgement of response

This should be swift, in line with the marking policy, and not ordinarily an open opportunity for a longer dialogue. If greater issues arise then the teacher will wish to address this with the child.

### Giving effective feedback to pupils

Effective formative assessment is essential for teachers to refine and plan next learning in order to move towards desired learning outcomes.

**Effective feedback does not have to be written in pupils books.**

At Holy Rosary Effective Feedback takes 3 main forms:

1) Written comments in books
2) Verbal feedback and response given to whole class, groups or individual pupils.
3) Feedback on teachers planning that identifies pupils and interventions.

When feedback is specific (in any of the above forms) and provides opportunity for specific response, it enables effective progress to follow.

### SEN and Inclusion

Effective marking and feedback must be accessible to all pupils and will reflect their individual needs and abilities. This may mean supporting pupils to read comments or recording verbal feedback and response.

### RE

Every piece of work should be at least 'Light' marked.
At least two pieces of work per unit must be developmentally marked in terms of RE knowledge and understanding.

Work may be developmentally marked in terms of English, if the class teacher feels that this will accelerate that particular pupils learning.

Marking should inform AfL and next steps planning, teaching, learning and intervention.

## Foundation Subjects

Every piece of work should be at least 'Light' marked.

Work may be developmentally marked in terms of English, if the class teacher feels that this will accelerate that particular pupils learning.

Marking should inform AfL and next steps planning, teaching, learning and intervention.

## Role of other adults

### Support Staff

When support staff work with a particular group or pupil they will mark their work in accordance with the marking policy and use the code TA circled under their marking.

If developmental marking is completed then it should follow the policy and be under the supervision of the class teacher.

### Supply Teachers

Are expected to carry out all marking in accordance with this policy. This policy will be given to all supply teachers. They must also use the code: ST after their marking.

### Students

Are required to follow this policy as appropriate, however the class teacher is also required to initial the marking to ensure quality assurance.

## Responsibilities

It is the responsibility of the class teacher to ensure that this policy is consistently adhered to.

It is the responsibility of the Deputy Head and Headteacher to ensure that effective planning, marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

**January 2023**

## Appendix 1 Examples of feedback prompts requesting response

| Writing Prompts | Maths Prompts |
|---|---|
| Add 3 full stops, an adverbial which says where, a question mark…etc | Add your method of working out. |
| Find the sentence that doesn't make sense and improve it. | Can you find where you went wrong? |
| Is there another way you could write this? (highlight the sentence) | Is there another way you could do this? |
| Write this in a shorter sentence (highlight) | Can you find a quicker way of doing this? |
| Extend this sentence using….. (highlight) | Fill in the blanks…. |
| Finish this sentence….. | If the answer was….what could the question be? |
| Highlight the sentence where you have used….adverbials, connectives, correct punctuation, persuasive language etc | What new vocabulary have you learnt today? What do they mean? |
| Write another adverb/adjective to describe how…. | Explain your answer. |
| What would happen if…..? | What would happen if….? |
| Add….. to this sentence (highlight) | Can you draw your answer? |
| | Put this sum into a story? |
| | Which is the odd one out? Why? |
| | What's the same? What's different? |
| | Show me using apparatus/diagram. |
| | Can you explain this to…. |