



Discovery Schools
Academy Trust



Woolden Hill Primary School

Achieving Success, Creating Futures Together

Formative Assessment & Feedback Policy

Approved by: Candi Norman

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Next review due by: August 2024

Formative Assessment






To support this policy development, the following research as conducted to help the school to define what is meant by formative assessment.

William and Paul Black (1998) define formative assessment as “encompassing all those activities undertaken by teachers, and/ or their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.”

Kate Jones describes formative assessment as “essentially a range of evidence informed strategies that teachers can use to support their learners to make progress.” Moreover, William and Leahy (2015) explain that formative assessment takes place **during the learning process**. It continually informs the teacher and student as to how learning can move forward as it is happening. This is different to summative assessment, which focusses on evaluation of pupil learning at the end of the process, for example, an end of topic test that is not used as a low stakes strategy but perhaps used for more formal recording and reporting.

The table below is a summary of the key components of embedding formative assessment. The three key aspects are:

- Where the learner is going
- Where the learner is now
- How to get there

| | Where the learner is going | Where the learner is now | How to get there |
|---------|---|---|--|
| Teacher |  <p>1. Clarifying, sharing and understanding learning intentions and success criteria.</p> | <p>2. Engineering effective discussions, tasks and activities that elicit evidence of learning.</p>  | <p>3. Providing feedback that moves learning forward.</p>  |
| Peer | |  <p>4. Activating students as learning resources for one another.</p> |  <p>5. Activating students as owners of their own learning.</p> |
| Learner | | | |

Our policy is underpinned by these headings to support teachers to consider formative assessment at all stages of the learning journey.

In addition, the evidence of best practice from the Education Endowment Foundation and other expert organisations research shows that effective feedback should:

- Redirect or refocus either the teacher’s or the learner’s actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **meaningful, manageable and motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our policy on formative assessment and feedback has, at its core, a number of principles:

- The sole focus of formative assessment and feedback should be to further children's learning;
- Formative assessment is an ongoing process that is used to fully understand the strengths and areas for development for all pupils
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should empower children to take responsibility for improving their own work. Adults should not take this responsibility away by doing the hard-thinking for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson. The 'next step' is usually the next lesson.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons

Section 1: Where the learner is going

1. Clarifying, sharing and understanding learning intentions and success criteria.



"If our students know where we are headed, we are more likely to arrive at the correct destination." William and Leahy, 2015.

Clarifying learning through the Looking for Learning approach (Lfl)

At Woolden Hill Primary School we have created a learning focused environment in which we strive for every child to achieve and be engaged within their own learning journey. As a staff, we are dedicated to the belief that learning should be at the heart of everything we do.

Lfl helps to establish in our school a shared sense of what matters by focusing everybody's minds from the start on whether there is any learning going on.

Our School Learning Definition:

“Learning is a limitless journey, developing knowledge, skills and understanding where all ideas are valued, risks are encouraged and thinking is challenged.”

All lessons will encourage children to consider the knowledge, skills and understanding that they are learning. Pupil will also have the opportunity through their lessons to consider whether they are **developing, consolidating, mastered** or have **deepened** their learning outcome each lesson. The expectation in every lesson is that children will articulate their learning using a sentence stem to reason why they believe they are at that stage of learning. In Key Stage 1, they will be verbally. As children move through the school, this will become a written statement where pupils find examples of why they think this to deepen their meta-cognition skills, see section 3.

Pupil articulation of learning

Children should be able to answer the following questions:

- What am I learning in this lesson?
- What skills or knowledge am I learning in this lesson?
- Why am I learning this (what is the final outcome) and how will it help me?
- How will I know that I have been successful in this learning?
- Where am I on the learning journey and how can I get to the next stage?

Teachers should evaluate and reflect on their lessons using the LfL questions:

1. Is there any learning going on?
2. Is the learning appropriate?
3. Is the learning sufficient?
4. Is the learning engaging?
5. What are the adults doing to help learning in the classroom?
6. What is the school doing to help/hinder learning in the classroom?

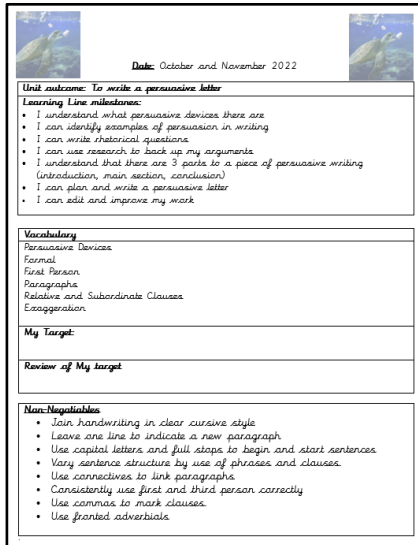
Sharing the Learning Journey

Every unit of work, **in every subject**, will begin with a clear learning journey for pupils which will have been built collaboratively based on pupils’ prior knowledge and interests. This will be a cover that separates each unit within their books/ online platform so that the journey for that unit is clear to see.

Pre-assessment activities will be used to support teachers to plan sequences of learning which review and build on prior knowledge. This could be through:

- Cold tasks in writing
- Low-stakes quizzing (see section 2)
- KWL (What I **K**now, **W**ant to Know and What I have **L**earned) grid
- Pupil interviews/ discussions

Example front cover



Date: October and November 2022

Unit outcome: To write a persuasive letter

Learning Intention:

- I understand what persuasive devices there are
- I can identify examples of persuasion in writing
- I can write rhetorical questions
- I can use research to back up my arguments
- I understand that there are 3 parts to a piece of persuasive writing (introduction, main section, conclusion)
- I can plan and write a persuasive letter
- I can edit and improve my work

Vocabulary:

Persuasive Devices
Formal
First Person
Paragraphs
Relative and Subordinate Clauses
Exaggeration

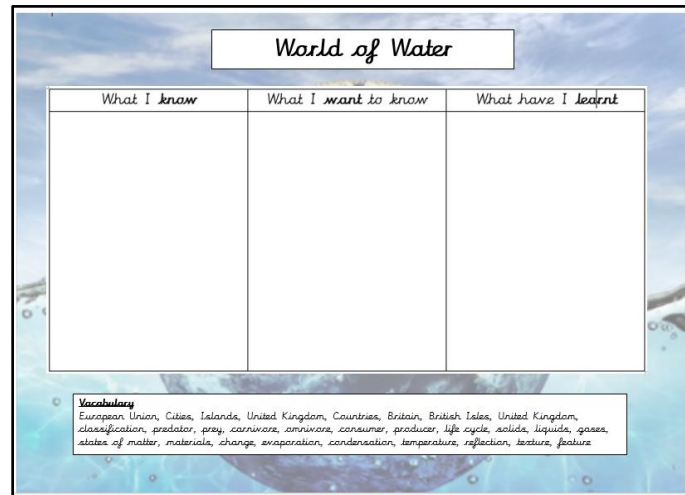
My Target:

Review of My target:

Non-Negotiables

- Join handwriting in clear cursive style
- Leave one line to indicate a new paragraph
- Use capital letters and full stops to begin and start sentences
- Vary sentence structure by use of phrases and clauses
- Use connectives to link paragraphs
- Consistently use first and third person correctly
- Use commas to mark clauses
- Use fronted adverbials

KWL grid



World of Water

| What I know | What I want to know | What have I learnt |
|-------------|---------------------|--------------------|
| | | |

Vocabulary:
European Union, Cities, Islands, United Kingdom, Countries, Britain, British Isles, United Kingdom, classification, predator, prey, carnivore, omnivore, consumer, producer, life cycle, solids, liquids, gases, states of matter, materials, change, evaporation, condensation, temperature, reflection, texture, feature

Sharing Learning Intentions

Each piece of work, in every subject we teach, will begin with a learning objective. The children will record this in their book underneath the date. Success criteria are shared with the class on the IWB and in OneNote.

Opportunity for Challenge

Every lesson will include activities and challenges. These are accessible for all children to help them to develop reasoning and deeper understanding within their lessons.

Learning activities for the children to complete are categories using colour visuals on the IWB and in OneNote, if they are stuck into books they will have the coloured border.



Main Activity: main activity to support all children to complete to reach the learning outcome.



Challenge 1: further extension of the main activity to embed their understanding.



Challenge 2: opportunity for children to reason and apply a deeper level of understanding to achieve deeper thinking.



Stretch: in some lessons children will be provided with stretch activities, these may last for longer than one session and may require the children to complete self-led learning.

There may be further challenge throughout the lesson in the form of mini challenges or deeper thinking questions so that those who have the potential to achieve Greater Depth Standard are not left waiting to begin activities. These could be shared using asynchronous content.

Section 2: Where the learner is now?

2. Engineering effective discussions, tasks and activities that elicit evidence of learning.



“To teach well, we have to find out what students already know. But students do not always learn what we teach. That’s why finding out what students do know is essential to good teaching.” Wiliam and Leahy 2015

Teacher will use a range of strategies within their class to ensure that all pupils are involved in the feedback process. Examples include:

- Talk partners
- Diagnostic questions
- Randomisers including online and lollipop sticks
- Questioning in the classroom
- No hands up, except to ask a question
- Cold Calling
- Elaboration
- Asking children to SHAPE their answers
- Examples in action
- Mini whiteboards
- Retrieval practice
- Multiple-choice questions
- Hinge Questions
- Statements to elicit evidence of learning

4. Activating students as learning resources for one another.



The purpose of peer assessment should be simply, and purely, to help the individual being assessed improve their work.” Wiliam and Leahy, 2015

Pupils will be encouraged to collaborate with their peers and support them with formative and not summative assessment, they will work together to achieve group goals. Peer feedback should always be kind, specific and helpful. Pupils can use strategies such as:

- Think, pair, share
- Paired retrieval
- Peer tutoring
- Peer placement prompts
- Peer assessment in action

Section 3: How to Get There:

3. Providing feedback that moves learning forward.



“When we elicit evidence about what our students have actually learned, we frequently find out it is not what we wanted them to learn; therefore, we need to provide feedback to get the learners back on track.” Wiliam and Leahy, 2015

Providing Feedback to pupils

At Woolden Hill Primary, we believe that pupils make the most gains in lessons when feedback is immediate and misconceptions are addressed at the point of learning. Therefore, we have adopted an ‘In the Moment’ feedback approach.

Throughout independent learning stages of a lesson, the class teacher and learning support assistants will use their time to support and guide individuals or groups of pupils as errors occur or further challenge is required. This may lead to fluidity in groupings within lessons and subjects so that the needs of all children are met.

Rapid and responsive interventions may also be used and could be delivered by teachers or learning support assistants within the lesson. These may take the form of a pre-teach, in-lesson intervention and/or a post-lesson intervention. Interventions may also be planned using blended learning and asynchronous content.

Where necessary, further interventions will be planned with trained staff who can specifically target pupils with specific needs beyond the lesson to close gaps or extend learning further.

Marking

At Woolden Hill Primary School all work will be marked. Whilst generalised misconceptions will be addressed in the next lesson where possible, written, developmental feedback in books will be required to support pupils individual next steps in their learning.

Basic skills errors must be marked and children should be given time to polish their work using their polishing pen. In addition, **regular written praise** to highlight significant achievements should also be included in books/online platform to help children identify when they are making significant gains in their learning.

Teachers are required to **identify the successes and areas for development using the agreed procedure:**

- **Teacher writes in purple pen and successes are shared in this colour**
- **Children’s corrections and/or reflections are written in pink pen (polishing pens)**
- **Green pen is used by adults for all incorrect answers, misconceptions and/or basic skills errors to develop.**

In addition, Dojo Points, stickers, Head teacher stickers and PROUD cubes (in line with our Presentation Policy) should be rewarded where necessary to indicate where a child has worked very hard indeed and has shown great progress within a lesson

Examples of meaningful marking

d. $35\% \text{ of } 80 = 28$ ✓

Thinking Time says:
"You can find 25% of a number or fourthly by dividing by 4 and then doubling."

Yes because double 10 is 20 so you just double 10%.

How can you do the first two simpler: divide it by 2

Complete the sentences:
To find 50%, I can divide by 2 then times 10% by 5 or 2
To find 25%, I can divide by 4 then double it and half 10% then add it on
To find 10%, I can divide by 10

for the

Which feature do you think is most important and why?

I think past tense is the most important feature because otherwise you would get mixed up with when it happened and it wouldn't make sense!

Raja goes surfing for 3 hours 45 minutes. He expected to pay £29.50.
The shopkeeper charges him £31. They argue about the cost.
Why did Raja think it would cost £29.50?
Why did the shopkeeper charge £31?

Raja thought it was £29.50 because he rounded halfpence £3 which equals £1.50 as 15 is tot half of 30.

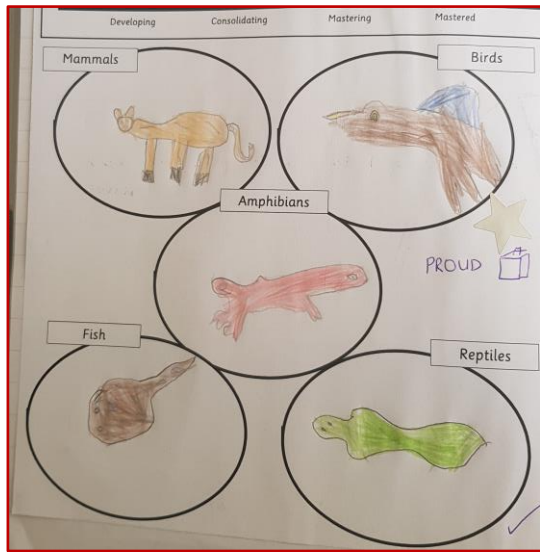
The shopkeeper thought it was £31 because he thought you could not half out £3. He wanted more money.

| | | | | | |
|------|----|----|----|-----|--------|
| Raja | 76 | 6 | 6 | 4.5 | £29.50 |
| | hr | hr | hr | 45 | |

| | | | | | |
|------------|----|----|----|----|-----|
| Shopkeeper | 76 | 6 | 6 | 6 | £31 |
| | hr | hr | hr | hr | |

This helps explain, how?

This helps to show what they are thinking. It helps to understand that Raja worked out the exact price and the shopkeeper rounded it up.



11. THOR IS ANGRY

The storm raged through the whole of that night. Hiccup lay awake in bed, unable to sleep, until he heard about the walls of the village were shaking and the sea was so wild that it felt as if, let us in, shook the wind. "We're very, very hungry!"

Set in the blackness and away out to sea the storm was so wild and the waves so high that they disturbed the sleep of a couple of very ancient sea dragons. Hiccup was the first dragon to wake up. He saw the sign of a large fish.

The first dragon was a dragon named Snotlout. He was that Monster mentioned earlier in this story, the great dragon who had been sleeping off his Roman picnic for the past six centuries or so. The one who had recently been awoken by a night's sleep. The great storm lifted both dragons gently from the seabed and carried them on the swell of the sea towards the Long Beach.

outside Hiccup's village. And there they stayed, sleeping peacefully, while the wind shook furiously all around them. The storm blew itself out and the sea came to a rest. The dragon was a dragon and very little else.

The first dragon was enough to give you nightmares. The second dragon was enough to give you nightmares nightmares.

Imagine an animal about twenty times the size of a dragon. More like a mountain than a living creature - a great, grinning wall of mountains. He was so encrusted with bangles he looked like he was wearing a kind of jewelled armour but, where the little crabs came and the coral couldn't get a grip in the joints and crannies of him, you could see his true colour. A glorious, dark green, it was the colour of the ocean itself.

Independent Activity

Synonym Search
Find and highlight all the synonyms the author has used for 'big'.

Which synonym do you think is most effective? Why?

Enormous because it has more impact on the reader and sounds much better than large. Large is a basic word which is normally used to describe something like a truck. Enormous however is a really good word that describes the same thing but is not a basic word.

Why is it better than large?

25 March 2022 18:40

| Time | Frequency | Place | Manner | Degree |
|----------------|--------------|--------------------|-----------------|---------------------------|
| Today | Again | Above the clouds | Slowly | Obviously scared |
| Soon | Every second | In the distance | Happily | Nearly asleep |
| Now | Never before | Down by the cliffs | Without warning | Overwhelmed |
| After a while | Constantly | Outside | Anxiously | Confident |
| Tomorrow | Occasionally | Everywhere | Without a sound | Trembling with excitement |
| Suddenly | Never before | In the house | Carefully | Unbelievably |
| In the morning | Sometimes | Through the door | Frantically | Hardly out of breath |

Guided task: highlight the adverbial in the sentence and then rewrite it below as a fronted adverbial.

- The boy went outside in the snow today.
- She would sometimes walk the long way to school.
- They could see in the distance a large mountain range.
- The rocks began to fall without warning.

Today the boy went outside in the snow!
Sometimes she will walk the long way to school!
In the distance they will see a large mountain range!
Without warning the rocks began to fall!

Well done! You've identified the adverbials.

End of unit marking:

It is expected that marking is completed **in depth** for all end outcomes of work. This will require the teacher to refer to the learning journey unit overview and year group expectations guides.

| Woollen Hill Primary School | | My Writing in Year 3 | |
|--|--|----------------------|--|
| By the end of year 3, can you...? | | Evidence Seen | |
| Working Towards the Expected Standard | | | |
| The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: | | | |
| using punctuation (full stops, exclamation marks and regular possessive apostrophe) mostly accurately | | | |
| spelling most common words with contracted forms | | | |
| spelling some common exception words* | | | |
| Using the diagonal and horizontal strokes needed to join letters in some of their writing | | | |
| Write from memory simple sentences dictated by a teacher | | | |
| Working at the Expected Standard | | | |
| The pupil can write a narrative about their own and others' experiences real and fictional, after discussion with the teacher: | | | |
| draft and write in narratives, creating settings, characters and plots | | | |
| draft and write by organising writing into paragraphs as a way of grouping material | | | |
| draft and write non-narrative, using headings and sub-headings to organize text | | | |
| capital letters | | | |
| full stops | | | |
| question marks | | | |
| exclamation marks | | | |
| commas for lists | | | |
| apostrophes for contractions | | | |
| express time, place and cause using conjunctions (when, before, after, while, as, because), adverbs (then, next, soon, therefore) or prepositions (before, after, during, in, because of) with increasing accuracy | | | |
| use a or an according to whether the next word begins with a consonant or vowel | | | |
| often use conjunctions, adverbs and prepositions in writing | | | |
| spelling many common exception words | | | |
| use the prefixes anti-, dis-, mis-, re-, pre-, super-, anti-, auto- | | | |
| add suffixes beginning with vowel letters to words of more than one syllable | | | |
| increasingly use diagonal and horizontal strokes needed to join letters in writing | | | |
| Working at Greater Depth Within the Expected Standard | | | |
| The pupil can write for different purposes, after discussion with the teacher: | | | |
| spelling most common exception words | | | |
| accurately use a/an, conjunctions, adverbs and prepositions | | | |
| on many occasions use inverted commas to punctuate direct speech | | | |
| Increase the legibility, consistency and quality of his/her handwriting | | | |

| Woollen Hill Primary School | | My Writing in Year 3 | |
|--|--|--|--|
| Transcription - Spelling and Handwriting | | Self-Assessment | |
| I can identify the root in longer words. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| I can spell the commonly misspelt words from the Yr3/4 word list. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| I can spell words which are in a family correctly. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| I can use the first two or three letters of a word to check its spelling in a dictionary. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| I recognise and spell homophones. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| I can spell words with additional prefixes and suffixes and understand how to add them to root words. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| I understand which letters should be left unjoined. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| I use the diagonal and horizontal strokes that are needed to join letters. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| Composition | | Self-Assessment | |
| I can proof-read to check for errors in spelling and punctuation. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| I use the perfect form of verbs to mark the relationship of time and cause. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| I use a range of sentences with more than one clause by using a range of conjunctions. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| I can make improvements to grammar, vocabulary and punctuation. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| I can suggest improvements to my own writing and that of others. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| I can produce non-narrative writing using simple organisational devices such as headings and sub-headings. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| I can write a narrative with a clear structure, setting, characters and plot. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| I can compose sentences using a wider range of structures. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| I can discuss models of writing, noting its structure, grammatical features and use of vocabulary. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| Grammar and punctuation | | Self-Assessment | |
| Sentence structure | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| I can express time, place and cause by using conjunctions, adverbs and prepositions. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| Text structure | | Self-Assessment | |
| I can use the present perfect form of verbs instead of the simple past. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| I can use headings and sub-headings. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| I am starting to use paragraphs. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| Punctuation | | Self-Assessment | |
| I can use inverted commas to punctuate direct speech. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |

Whole class feedback

Whilst looking at books at the end of the lesson, teachers will make notes on the key messages to feedback to children at the start of the next lesson using the proforma. This will be completed at the discretion of the teacher although it is recommended that the teachers complete two per week for English and two per week for Maths and in all lessons where lesson outcomes are not recorded in books. For Writing, Talk for Writing story mapping or practical activities that last longer than one session.

This can feed into the next lesson and, using screen sharing techniques, can be a useful tool to address misconceptions and model techniques such as editing and improving work. Modelling may occur at any stage of the lesson to address deep rooted misconceptions, clear up confusion or provide further scaffolding.

| Woollen Hill Primary School | | Whole Class Feedback | | Subject: Learning Focus: Date: | |
|--------------------------------------|--|----------------------|----------------------|--------------------------------------|--|
| Work to Praise and Share | | | Need Further Support | | |
| Presentation | | | Basic Skills Errors | | |
| Misconceptions and Next Lesson Notes | | | | | |

Evaluating Learning

5. Activating students as owners of their own learning.



"When students are owners of their own learning, all the other strategies fall into place." Wiliam and Leahy, 2015

Reflections

To help the children to reflect on their learning every lesson, the 'learning journey' road map is always included on our learning slip so that the children can evaluate where they feel they are in their learning journey. This helps the teacher to understand who may need further support and challenge in future lessons.

In Key stage two, we will also ask children to write a written reflection about their learning. This will be written throughout stages of a unit of work to help the class teacher and pupil understand what will help to develop learning further. Developing this metacognitive approach to learning will help children think more deeply about the learning process and therefore find their own ways to reach mastery.

Recap

- 1) Who took Scarcha's place in the chariot race at the Circus Maximus? _____
- 2) Which team crashed out of the race? _____
- 3) Which team won the chariot race? _____

*DT: Can you explain why the winner did not want to take off their helmet after the race?
If you finish... can you write a sentence to describe Perilus' feelings in the last chapter?*

Kahoot! Home Discover Library Reports Groups AccessPass Upgrade Create

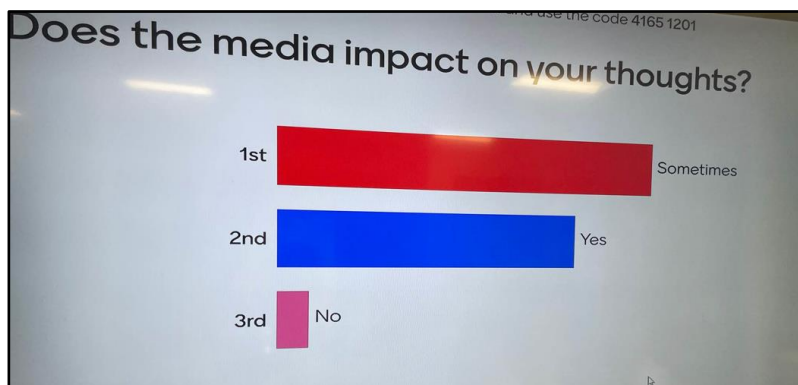
Questions (10) Show answers

1 - Quiz
Arthur's nostrils were filled with a musty odour wafting from Thor. 20 sec

2 - Quiz
A breath of wind, like rippling silk, tickled his ear. 20 sec

3 - Quiz
Arthur could taste the bitter sting of sick, as his stomach gurgled anxiously. 20 sec

AATGR - Senses - Show Not Tell!
1 day, 30 players



Children will also receive regular opportunities to peer assess in lessons to help support one and other on the learning journey, see section 2.

Equity

Work and tasks are structured to be challenging to promote progress. We have a wealth of experience at Woolden Hill Primary School; Teaching Staff, Classroom Support Assistants, Trainee

Teachers and Volunteers. Different groups will work with different support throughout the week and will also work independently. To ensure what support has been given a stamp will be made alongside the children's work which will state:

1. Teacher Assisted Work
2. TA Assisted Work
3. Independent Work



Other points

The Creative Curriculum promotes independent learning and all children are expected to investigate areas of learning. There may also be times when learning takes place through practical activities which may result in no written recording. If a practical activity takes place, the learning objective and success criteria will still feature in the child's book and assessed by the teacher and pupil. In some instances, the use of QR codes will be used to show the final outcomes. The school advocates the use of 'pen down days' and the use of 'voice notes' to feedback to children and to support teacher workload.

Progress and attainment will be evaluated by the English and Maths leaders on a termly basis and will ensure that children are aware of their targets according to the recordings and assessments from class teachers.

The Executive Headteacher and senior members of staff will conduct termly work scrutiny and lesson observations to monitor that the Feedback Policy is being effectively applied and that procedures are promoting progress for all pupils regardless of ability and position.

KS1 marking codes

| | |
|---|--|
|  | Finger space |
| • | Full stop |
| ABC | Capital letter |
| WOW! | Adjectives/Adventurous word choice |
| + | Connectives (and, because...) |
|  | See it, Say it! |
| ph | Look at the letters, make the sounds and blend the sounds together |
| sp | High frequency spelling mistake |
| VF | verbal feedback |
| CAT | Come and talk about this |
| WCF | Whole Class Feedback sheet |

KS2 Marking Code

I have a **responsibility** to work hard and present my work to a high standard at school in every lesson and I have the **right** to know what I am doing well and what I need to do to improve.

My teacher has the **responsibility** to mark my books to tell me how to improve.

I have a **responsibility** to check through my teachers comments and think about (reflect) on what he/she has written. I will use the comments to improve and my correct my mistakes.

I have the **right** to know how my teacher will mark my work. I have a **responsibility** to check and remind myself of the codes that are being used.

| Code | What it means |
|--------------------|---|
| Purple underline | I have achieved the Learning Objective for today's lesson |
| Green underline | Shows me that I haven't yet achieved the skill for today's lesson and I still need to work on it. My teacher will show me how to improve. |
| Pink polishing pen | I have looked at my teacher's comments and responded so my learning improves. |
| ✓ | Great- my work is correct |
| ○ | I've missed out some punctuation or a capital letter. |
| SP | I made a spelling mistake of a word I should know how to spell |
| Sp x3 | I need to correct my spelling mistake and write it out three times using my best joined up handwriting in the back of my book |
| ∧ | I've missed a word out |
| NP | I should have started a new paragraph |
| VF | The teacher and I discussed my work and told me how to improve |
| CAT | Come and talk about this |
| WCF | Whole Class Feedback sheet – shared in next lesson |