# Feedback, Marking, Reporting and Assessment Policy

| Person(s) responsible | Assistant Heads (Academic) |
|---|---|
| Last update | March 2023 |
| Frequency of Review | 2 Yearly |
| Date of next review by Governors | Spring 2025 |

## Feedback and Marking to pupils

As a school, our objectives are:

- to raise the standards of each and every child
- to give regular feedback to each child on their learning, so they understand what they have done well and what they need to improve
- to enable children to demonstrate what they know, understand and can do in their work
- to allow teachers to plan work that accurately reflects the needs of each child
- to monitor children's progress and ensure continuity
- to ensure marking is a light touch first and foremost and to make sure it encourages the learner to think hard. It should not be the sole mode of feedback and should be used sparingly and appropriately
- to ensure feedback/marking is tailored to pupils in a way which will work for the individual and their subject
- to aim to give verbal feedback as close to the point of learning as possible
- to provide regular information for parents to enable them to support their child's learning which include regular written reports and parents' evenings.

Feedback at St Christopher's is more nuanced than a teacher marking a pupil's work and then returning it to them. It is about response teaching, thoughtful follow-on activities and ensuring that pupils do something with the feedback which moves them on with their learning. It involves a continual quest to understand what children are understanding. This is about questioning, learning stops and walking around the room and getting and giving feedback constantly. Teachers aim to be on the move during lessons; to point out tiny things and have a two-minute discussion if necessary. Or teachers aim to do mid-lesson learning stops, where one child's work is shared and the class looks at their successes and where they could improve. We really feel this consolidates their learning. Teachers at St. Christopher's The Hall also perform cooperative feedback: when two or three children, at the end of a lesson, or towards the end of an assignment, read out their work to one another. Their peers then comment on what they like and where they think improvements could be made.

For the purpose of this policy, traditional written marking is seen as being one of many responses which teachers may take to pupils' work, but by no means the sole response. Teachers are expected to adjust their planning to take into account information gleaned during lessons. Opportunities for Prep School pupils to respond to feedback (response marking) will be planned into most lessons and teachers understand that feedback is only useful if it is acted upon.

We recognise that feedback can take place at various points in the teaching and learning cycle:

- **Immediately**- in-lesson comments, support, advice, additional tasks or intervention.

- **In review**- at the end of the lesson or at the start of the next lesson.
- **In summary**- after the lesson has taken place; occasional written comments on individual pieces of work.

## Feedback, Marking and Reporting in the Preschool

Children's development in the Preschool is monitored and assessed principally using observations. Written observations may be accompanied by photographs and the 2Simple program 'Evidence Me' is used to record information and data on each individual child.

Each child has an Early Learning Journey folder which shows their progress throughout their time in Preschool. This contains the observations and photos alongside some examples of the child's work. The Early Learning Journeys are regularly shared with the parents, during Open Mornings.

At the end of each term, the class teacher completes a summary of how each child is doing in each area of learning. This is added to the Early Learning Journey. A parents' evening in the Spring Term allows the parents and teachers to meet on an individual basis to discuss their child's progress. At the end of the year, a full report is sent home.

## Feedback and Marking in Reception

Children's development in Reception is monitored and assessed using a variety of methods. Photographs and observations are used alongside marking in English, Maths and Science books.

### Marking Tools
All teachers mark with a purple or green pen.

### Learning Objective:
The learning objective is assessed at the end of the lesson using a simple tick system (using a purple pen):

**No tick**          - learning objective not met
✔          - learning objective partially met
✔✔          - learning objective met
✔✔✔          - learning objective exceeded

Teachers/teaching assistants should also indicate the level of support provided, either:

➢ Independently (I)
➢ With the class teacher (CT)
➢ With the teaching assistant (TA)

➢ **Live Marking / Verbal Feedback:**
During lessons, teachers or teaching assistants may provide some **verbal feedback** for pupils. This will be shown in pupils' exercise books with the code VF.

➢ To prepare the children for Year 1, the pink and green highlighting system is introduced to them in the summer term of Reception. Staff in Reception will then begin to use green and pink highlighters to aid with marking. Green (green for good) identifies something good that meets the learning objective. Pink (pink for think) shows pupils that they have something to think about or edit.

## Feedback and Marking by class based teachers in Year 1 - 6.

### Marking Tools
All teachers mark with a purple or green pen.

All teachers **highlight** using either a green or pink highlighter. (See below for details on this) All pupils record work in pencil. Prep school children begin to use pen for certain subjects when they are ready.

In the Prep School, there may be 'next steps' written in the children's books in the form of a written question or challenge. This is 'response marking'. All pupils respond to marking with a green polishing pencil/pen (age dependent).

### Learning Objective:
The learning objective and date are written at the top of the piece of work by children from Years 3-6. Children from Reception to Year 2 are given a sticky label which includes the date and the learning objective.

The learning objective is assessed at the end of the lesson using a simple tick system (using a purple pen):

| | |
|---|---|
| **No tick** | - learning objective not met |
| ✔ | - learning objective partially met |
| ✔✔ | - learning objective met |
| ✔✔✔ | - learning objective exceeded |

Teachers/teaching assistants should also indicate the level of support provided, either:

➢ Independently (I)
➢ With the class teacher (CT)
➢ With the teaching assistant (TA)

### Green and Pink Highlighting:
Staff use green and pink highlighters to aid with marking. Green (green for good) identifies something good that meets the learning objective. Pink (pink for think) shows pupils that they have something to think about or edit. Following this, pupils may be given a next-step (target) to complete using their polishing green pen. This is normally completed at the beginning of the next lesson. Green response marking us used more in the Prep School.

During marking, teachers aim to ensure that marking aligns with the learning objective and that the green meets the focus of the lesson. The pink highlighter identifies where the

necessary skills and knowledge have not yet been met and may need further development. For subjects like Maths and English, this may include a wider range of basic skills.

## Live Marking / Verbal Feedback:

During lessons, teachers or teaching assistants may provide some verbal feedback for pupils to apply to their work straight away. This will be shown in pupils' exercise books with the code VF.

An indication will be given if a child is absent for the lesson or missed part of a lesson due to a music lesson. 'Absent' or 'Music lesson' may be written at the top of their work.

In the Pre-Prep, work will be marked by the teacher. In the Prep School this will vary. Some may be marked by the teacher, some peer marked and some self-marked. The latter two options are often more worthwhile in terms of pupil learning, as they get immediate feedback about their progress and can carry out corrections without delay. The teacher can then review each pupil's book and take note of any misconceptions and common errors.

(For further information, please see the the subject policies)

## Feedback and Marking by Subject Specialist

### MFL

In Reception, Year 1 and Year 2, children will receive well-timed and regular verbal feedback. This should leave the children with a clear understanding of their successes and how to improve. The amount of effort put into the work will always be acknowledged relative to the individual child. This verbal feedback may be given immediately at the point of teaching or in summary at the end of a lesson or activity, by both the teacher and peers. Children who have worked hard to meet the lesson's learning objective will be rewarded with a sticker and Mrs Dubeck will choose one child as the 'Star Learner' for the lesson. This child will receive a postcard home to celebrate their achievement.

From Years 3 to 6, children will also receive the same verbal feedback mentioned above, alongside specific, accurate and clear written feedback. Every piece of recorded work in a child's book will be acknowledged. There will be a positive comment or sticker/stamper to encourage them, and when appropriate, a target set to help them improve their work. As children progress through Year 2, they will begin completing short writing tasks on worksheets that will be stored in their own folder. The same written feedback will be given for these pieces of work. The learning objective will be assessed at the end of the lesson using the St. Christopher's tick system as explained above.

(Please see the MFL Policy for further information on feedback and marking.)

### Music

Formative assessment is used to guide the progress of individual pupils and help them to identify their strengths and weaknesses and target the areas that need work. Assessment is

mostly carried out informally by the teacher during the course of the lesson. Examples of assessment and feedback include:

- Performance of a composition or piece that pupils have worked on, often in small groups, followed by self-evaluation and peer review after watching a video recording of the performance. This review is designed to be positive but also to constructively identify ways in which the performance or composition could have been improved
-  Specific assignments for individual pupils where appropriate, eg. reading and playing a tune for recorder
- Individual and class discussions in which pupils are encouraged to appraise their own work and progress
- Ongoing assessment and feedback regarding pupils' development in their listening and appraising skills, performance, composing, understanding of musical concepts and singing

## Drama

Whole class, group and individual verbal feedback will be given continually during Drama lessons and other learning opportunities, such as rehearsals. Feedback will acknowledge the effort a child has made and pose questions to encourage self and peer reflection.
Feedback can occur during an activity, as part of a mid-lesson learning stop to consolidate learning. This can be where one pupil's work is highlighted to demonstrate success and the class can then identify and discuss the elements that made it strong.
Feedback is also given during reflection at the end of a lesson, often as part of cooperative feedback, where pupils will perform their work to each other. Peers then comment on what they like and where they think improvements could be made.

## Art & DT

Feedback in Art and DT is always verbal and given throughout the lesson so the pupils are able to progress further within the lesson. Feedback will always acknowledge the effort a child has made and be positive and encouraging. Children from Reception to Year 6 record the development of their skills, their observations, planning and evaluations in their sketchbooks. This enables them to self evaluate & shows the progression they make throughout a project and across the term and the year. Finished art pieces can be photographed and stuck into the sketchbooks to show the final results of a project.

## PE

Teachers will give feedback to children during the course of the lesson. This can take place at any moment but can also be in the form of a debrief before or after a match has taken place. Due to previous questions on performance, feedback may be ad-hoc during the lesson in response to what takes place. Teachers will intervene with the minimal possible guidance in the first instance. Teachers will look at pupils' performance whilst performing in a match or in a lesson. Fixtures will play a big part in ascertaining the level of the child. There is no requirement to do this, but it should play a part in the overall child development. Feedback might focus on technical aspects of sport (passing, dribbling and other areas of technical skill may occur) as well as more advanced areas, i.e. the phase of play in a football match. A

teacher may do some direct modelling and set tasks where the pupil will need to enact this feedback.

## Computing

Verbal feedback is given throughout the lessons. Feedback to pupils aims to help children learn by being positive and constructive and is always done through discussion between teacher and pupil, and during the computer lesson. Formative assessments are given to pupils throughout the lessons and focus on what they have done well and how they can improve. We also use summative assessments on some topics covered and will then give feedback on the results.

Some lessons are structured in a way that supports peer marking and verbal feedback. This encourages pupils to make their own academic judgements and give them a sense of responsibility. We aim to make our feedback meaningful, manageable and motivating for each pupil.

## Character Counters and Merits

Character Counters are often given to children for pieces of work as part of our feedback and marking. They are given to pupils for reaching certain learning objectives or excelling in their given tasks. Merits are given for a particularly excellent contribution or effort.

## Book Looks

Each week, the Head/Deputy Heads perform a subject-specific book look. Children are given the opportunity to share their exercise books and gain feedback from the Head/Deputy Heads during our weekly book scrutiny. Constructive feedback is given to the teachers and the children have the opportunity to share their work and be proud of it. Book Looks includes useful support for assessing pupil progress, the quality of learning and making relevant judgements. By completing regular book looks, it provides an insight into teaching and learning in the classroom.

## Assessment in the Preschool

The Early Years Foundation Stage Framework is referred to when assessing how children are developing in the Preschool. This document clearly shows how children should be developing in each of the Seven Areas of Learning. These are the Prime areas: Physical Development, Personal, Social and Emotional Development and Communication and Language. The Prime areas are supported by the Specific Areas of Learning, and these are: Maths, Literacy, Understanding the World and Expressive Arts and Design.

Development is also assessed and monitored against the Characteristics of Effective Learning which describe the behaviours children use in order to learn.

The Development Matters document is a non-statutory curriculum guidance for the Early Years Foundation Stage, and this is used to guide the assessment of development using the descriptors given in each area. Using the checkpoints, teachers are able to make sure all the children are making progress in all the areas. If assessment indicates that a child is having significant difficulties in a particular area, this will be addressed and further support given if appropriate.

## Assessment in Reception

Children are continually assessed using observations and are assessed in all 7 areas of development according to the Early Years Foundation Stage Framework. At the end of the EYFS, teachers assess the children against the Early Learning Goals and complete the EYFS Profile.

| Name of Assessment | Subject Area | When | Year Groups |
|---|---|---|---|
| English writing assessment (a timed independent piece of writing) | English | End of the Spring and Summer Terms | Reception |
| RWI Phonics | Phonics | Half termly | Reception |

Learning  of the high frequency used words (throughout the year)

## Assessment for Years 1 - Year 6

| Name of Assessment | Subject Area | When | Year Groups |
|---|---|---|---|
| CAT (Cognitive Ability Tests) | Maths/English | September | Year 2 - 6 |
| PTE (Pearson Test of English) | English | November May | Year 3- 6 Year 2-6 |
| PTM (Pearson Test of Maths) | Maths | November May | Year 3- 6 Year 2-6 |
| PTS (Pearson Test of Science) | Science | November May | Year 4 - 6 Year 3-6 |
| NGRT New Group Reading | Reading skills | November/ March/June | Years 2 - 6 |

| Test | | | |
|---|---|---|---|
| English writing assessment (a timed independent piece of writing) | English | Termly | Year 1 - Year 6 |
| RWI Phonics | Phonics | Half termly | Year 1 - Year 2/3 |
| Phonics Screening Check | Phonics | September | Year 1/2 |
| White Rose end of unit check | Maths | End of each unit | Year 1 - 6 |
| White Rose Termly assessments | Maths | End of each term | Year 1 - 6 |

## Social and Emotional Wellbeing

| PASS Pupils Attitude to Self and School | Social and Emotional Wellbeing | October and February (for those children who scored low) | Year 2 - 6 |
|---|---|---|---|

Assessment is an integral part of teaching and learning and is a continual process. It is the responsibility of the class teacher to assess all pupils in their class. Assessment should be purposeful, allowing us to target the correct level of work to the needs of pupils therefore benefiting all pupils and ensuring progress. Regular assessments are carried out in order to establish each pupils' level of attainment and to inform future planning. Data obtained from a variety of formative and summative assessments, including those relating to pupil attitudes, enable teachers to acquire a well-rounded picture of each pupil's attainment and achievement. Formal and informal assessments enable teachers to respond to the needs of all learners and to plan lessons which in turn ensure that pupils are able to make progress.

In Years 1-6, scores from assessments are not openly shared with parents, unless they specifically ask for them. They are used to inform our future planning, help us to track the children as they progress through the school and identify areas of strength and weakness. In Year 6, some parents may ask for their child's mean CAT score in the summer term to help them make choices about future school choices for the 11+.

## Pupil Progress Meetings

Pupil Progress Meetings (PPMs) take place each term; normally after the assessments.

These meetings are attended by class teachers, the Learning Enrichment Department and the Assistant Heads (Academic). The purpose of these meetings are to track and evaluate pupil achievement and attainment. Data from the GL suite of assessments, using the CAT4 and measured against the Progress in English (PTE) and the Progress in Maths (PTM), as well as PASS, NGRT and unit assessment in Maths, alongside evidence from classwork are looked at to inform future intervention groups and organise support/challenge where it is needed and  for those that require it. The summer term PPM are normally in June and the next form teachers will attend to make them aware of the children they will be teaching in September.

## Grades and Assessment Trackers

The assessment tracking grids are used for Foundation and Specialist subjects (Humanities, MFL, Art, Music, Drama, PE and Computing) as well as PSHE, to track pupils against the learning objectives. They are used in subjects that have less written evidence of the children's ability and progress. These assessment trackers form evidence of the children's ability and aid the writing mid-year and end of year reports.  These are completed each term and support and give evidence of the child's ability and their strengths and weaknesses. The children's attainment in subjects are assessed using the following grades; WT (Working Towards), WA (Working At), and WGD (Working in Greater Depth).  These three grades are used on both reports and assessment trackers from Reception to Year 6.

## Evidence Folders

Evidence folders provide evidence of work completed within lessons where there is limited physical evidence of the children's work, attainment and progress. The evidence of children's work will be via photos and videos demonstrating the learning objectives of the lesson taught. These folders are used for the Specialist subjects (MFL, Music, Drama, PE and Computing). Any evidence of EDI (Equality, Diversity and Inclusion) across the curriculum is also stored in an evidence folder.

For PSHE, class/ year group scrapbooks are used to evidence a variety of the children's work covered during the half termly topics in the form of photographs, designs, quizzes or written responses to the lesson objectives.

(For further information, please see the the subject policies)

## Reporting and Feedback to Parents

### Autumn Term

| Reporting to parents | When | Year Groups |
|---|---|---|
| Mid September 5 minute remote meeting | 2nd/3rd week | Reception - Year 6 |

| | | |
|---|---|---|
| with parents (Year 1-6) Settling in chat | | |
| 11+ Parents' Meeting | End of September | Year 6 |
| Parents' Evening | End of half term | Year 6 |
| Parents' Evening | End of term | Reception - Year 6 |

**Spring Term**

| **Reporting to parents** | **When** | **Year Groups** |
|---|---|---|
| 11+ Parents' Meeting | March | Year 5 |
| Mid-year report (Grades and class teacher pastoral comment) | February (half term) | Reception - Year 6 |
| Relationship and Sex Education (RSE) workshop | March | Reception to Year 6 |
| Parents' Evenings | March | Preschool - Year 5 |

**Summer Term**

| **Reporting to parents** | **When** | **Year Groups** |
|---|---|---|
| End of year report (Written report and grades) | July | Preschool - Year 6 |

During 11+ discussions, the Head will discuss the GL CAT4 profile with parents to discuss potential schools.

The end of year reports are sent to parents a week before the end of term to give them a chance to discuss their report with the form teacher if they would like to.

**Parent Partnership Workshops**

Each term, parents are invited to join us for our regular  parent education workshops. At St. Christopher's, we understand that working in partnership with parents is vital in supporting the educational and social development of our children. When parents are involved in the education of their children, it has a really positive impact on attainment and pupil well-being. The aim is to support parents in understanding what their children are learning and how it is taught within different year groups. Most importantly, these events are intended to help parents support their child's learning and encourage them in whatever they are doing. The workshops we will be offering are not solely focussed on the academics,

but also around developing the holistic child and supporting them with the latest relevant societal topics such as online safety and toxic masculinity.

## Roles and responsibilities of feedback, marking and reporting

| Role | Responsibility |
|------|----------------|
| Teaching and Support Staff | <ul><li>Ensure work is marked in line with the school policy and that marking has a purpose and is consistent</li><li>Provide supportive guidance for parents</li><li>Encourage children and reward them for their efforts in progress as well as attainment (see rewards in Code of Conduct)</li><li>Where applicable, children know their targets for further development</li><li>To record assessment data where applicable</li><li>To write two written reports per year</li></ul> |
| Senior Leadership and Subject Co-ordinators | <ul><li>To ensure all staff mark in line with the school policy</li><li>To ensure marking and feedback is purposeful and manageable for teachers</li><li>To ensure consistency in marking throughout the school</li><li>Provide supportive guidance for parents</li><li>Make effective use of relevant research and information to improve this policy</li><li>Provide guidance, support and training to staff</li></ul> |
| Pupils | <ul><li>Read all comments by teachers and complete set tasks</li><li>Respond positively to comments written by teachers and make improvements (where applicable)</li><li>Under guidance from teachers, mark</li></ul> |

| | |
|---|---|
| | their own or another student's work<br>● Be aware of the next steps to achieve individual targets<br>● Put their best efforts into their work<br>● Keep high standards of presentation in their books<br>● Celebrate their achievements and share their work with others |
| Parents | ● To read through the school reports written by teachers<br>● To engage in dialogue with the school where appropriate to support their child's learning. This includes attending parents' evenings.<br>● To support the school ensuring that pupils put in their best efforts |

**Feedback, Marking, Reporting and Assessment will be monitored regularly by the Senior Leadership Team and will form part of our annual monitoring cycle.**