



# FORMATIVE ASSESSMENT & FEEDBACK POLICY

Policy Reference No	CUR005
Review Frequency	Biennial
Next Review Date	
Reviewed	Sept 2020
Ratified by Board of Trustees	

**TOGETHER WE EMPOWER EXCELLENCE**

“If you want to see the impact of high-quality feedback, just step into any one of our classrooms”

## Rationale

Our policy is underpinned by evidence of best practice gathered from sources such as the Education Endowment Foundation, Ofsted and DfE research. The EEF research shows that effective feedback should:

- Support well designed teaching episodes and sequences
- Redirect or re-focus 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 it is meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong.

### Our Key Principles for Quality Feedback

- The sole focus of high-quality feedback should be to further pupil’s learning.
- Teachers will have a robust understanding of their pupil’s achievements and next steps in learning.
- Evidence of feedback is incidental to the process: we do not provide additional evidence for external verification.
- Written feedback should only be used where they are accessible to students according to age and ability.
- Feedback closest to the point of action is most effective, and any such feedback delivered in lessons is more effective than comments or written feedback provided at a later date.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written forms and written comments.
- Feedback is a part of the Academies’ wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, enabling them to make outstanding progress.
- All pupils’ work should be reviewed by teachers at the earliest opportunity so that it might impact on future learning.
- Pupils need to know and recognise the standards they are aiming for and how to achieve them.
- Feedback between and from pupils is as important as feedback given to pupils.

## Forms of Feedback

The majority of meaningful feedback is formative and is immediate verbal feedback – at the point of learning.

### Immediate Feedback

We believe that this is the most powerful and effective form of formative assessment and should be the main vehicle for feedback. This may take the form of:

- Teachers gathering information about the impact of the learning on pupils e.g. through mini-whiteboards, questioning, books
- Verbal feedback or guidance for immediate action to support or further challenge
- Written scaffold or prompt **within a lesson** when working with an individual or group
- Pupils reflecting on their learning within a lesson
- Ongoing dialogue between pupils and teachers

The impact of this feedback may be seen in the decision making of the teacher who may use this to change the direction in lessons, select groups and pupils to target, peel pupils off to work independently, further question. Evidence of its impact will be seen in the progress in learning, use of VF as per the marking code,

self-correcting and editing. It is not expected that teachers will write down the actual feedback they gave, just the use of the VF marking code to signify that a conversation took place.

### **Review Feedback**

On occasions where teachers do not get the opportunity to speak to specific pupils within the lesson some form of review feedback may be necessary. Depending on the age of the pupils, this might take the form of:

- Written scaffold or prompts that close the gap or address a misconception and require a response
- Peer or self-assessment against success criteria
- Peer/self-marking
- Verbal discussion about the learning, task or activity and next steps

The impact of this feedback may be seen through pupils knowing and applying more understanding later in the lesson, or later in the learning sequence; teachers intervening and providing additional time and/or practice prior to the next learning episode; a change of direction or consolidation within the next lesson; flexible groupings and evidence of impact on targeted pupils to support or challenge further.

### **Self-Evaluation**

Self-evaluation is continual expectation from our learners and is an embedded part of lesson culture. It can be seen through examples such as journaling prompts and edited pieces of work. Self-evaluation may be prompted by the teacher, peers or pupils themselves.

## **Marking Feedback – Independent work**

In order to close the gap between the actual and desired outcome in learning, a series of prompts can be used to support, consolidate, accelerate or challenge. In the vast majority of cases, these prompts are given to pupils at the point of learning. The teacher will identify the 'gap', which can be a gap in learning or an opportunity to accelerate, by highlighting the place in the work with an ORANGE highlighter. If a Closing the Gap prompt or scaffold is being employed, it is an expectation that the pupil will have an opportunity to respond and so move their learning on.

One of the following prompts could be used (See appendix 3 for examples):

### **Scaffold Prompts**

These tend to either (a) focus the pupil's attention on specifics or (b) delve via questions or statements. This is supportive and enhances the original piece of work. Examples could be:

- What type of boy is James – good, bad, shy, excitable, kind? Or do you have your own idea?
- Describe what James would do if he heard unkind words about a friend.
- Finish this: James liked to play jokes on his friends. For instance, he \_\_\_\_\_/
- Drawing or a representation/model to support conceptual understanding.

These scaffolds would form part of the verbal feedback conversation and teachers are not expected to document details of each scaffold given. Use of the VF marking code will indicate the conversation was had and the impact of it will be seen in the subsequent work.

### **Example Prompts**

This is when pupils are given models of words, phrases or sentences, they might use in subsequent work or a worked example, such as a My Turn/Your Turn (MT/YT) prompt in maths. See Appendix 3 for examples.

### **Closed Pieces**

Some learning will take the form of closed pieces where the answer/response is simply correct or incorrect. If there is not a misconception that needs to be addressed within the learning, then this will be marked purely with a tick or dot to identify correct/incorrect. See the marking codes for these pieces. This may be relevant for RWINC pieces, calculations, close procedures.

## Frequency of Feedback

Pupils make progress when feedback is valued and effective. Senior Leaders understand that there is no set amount and frequency of feedback expected. As professionals, teachers are best placed to understand the needs of their pupils and to make a judgement about the frequency and nature of any such feedback.

## Quality marking and assessment in Mathematics

At the beginning of the block, using the national curriculum, the teacher will type up the block learning overview onto the beginning of block assessment proforma – see appendix 1. This should take the form of a list of 'I can' statements. This will be stuck into the pupil's maths book and marks the beginning of the block.

Teachers will use a formative assessment, ensuring that they obtain enough information about what that pupil can and cannot do in relation to Year group expectations. Teachers should highlight in green those aspects that pupils are confidently and consistently applying through the formative assessment. Teachers should highlight in orange those areas in need of further input. For some statement's teachers may highlight parts in green that pupils show they can do and parts in orange where they need development. Annotations to the 'I can' statements, where relevant, help to indicate a baseline assessment of where that pupil is at – see Appendix 1. The teaching sequence will then be adapted and shaped in relation to this assessment, with pupils who are confident (statement highlighted green) being expected to work on more sophisticated problems quicker than those needing to spend more time becoming fluent first (statement highlighted orange).

Feedback is given throughout the lesson and noted using the marking code. In addition to this, in mathematics, teachers may use the codes E, P or A in their feedback: to prompt pupils to explain their thinking or reasoning (E); prove they are correct (P) using a different method, the inverse operation, a diagram, pictures of apparatus to solve; or show an alternative method/another way (A) to solving the problem – see Appendix 2

It is important to note that an error is not the same as a misconception e.g. if you have a page of otherwise correct answers and one or two are incorrect this is an error and does not require close the gap marking, just a dot, as per the marking code.

Once the block has been completed, the end of block assessment is stuck in, using the same 'I can' statements from the beginning of the block. The teacher should again highlight in green those aspects that pupils are confidently and consistently applying through the learning sequence and summative assessment. Teachers should highlight in orange those areas in need of further development and these should be integrated into future teaching sequences where possible. Annotations to 'I can' statements, where relevant, help to capture progress, especially when pupils may be working significantly above or below year group expectations – see Appendix 4a.

## Quality marking and assessment in Writing

In English, there is a sequence of learning lasting half a term demarcated by an elicitation task at the start, a range of short 'jump-offs' (where learned skills are applied) and a more detailed, piece is worked on throughout the sequence to provide evidence of the learning within that sequence.

### **English Sequence:**

#### **Elicitation Task**

Teachers formatively assess writing at the beginning of a new unit of work using an elicitation task, which is purpose-related and gives the writer scope to write in whatever form they want to. This piece is then used to assess what skills are already being confidently applied and which key skills are lacking and need to feed into the medium-term plan. Analysis takes place by looking at a sample of writing from the class, to identify

the learner's needs, which cover areas such as sentence construction; authorial intent (known as writer's craft); structure; vocabulary; transcription and editing.

When feeding back on the elicitation task, teachers only need to apply the basic marking code for spellings.

### **Target sheet**

Teachers use the National Curriculum end of year expectations to guide their assessments. Feedback at this point (following directly on from the elicitation task) is used to identify to the pupil and the teacher what the pupil needs to learn and improve over the course of the sequence. This is written in the form of targets on a target sheet. There are 3 or 4 key skills, which relate to transferrable writing skills from the curriculum, and there are 3 or 4 non-negotiable skills, which the majority of pupils are expected to have embedded in the previous block and use in the current block. (see appendix 5)

On completion of the elicitation task, the teacher writes a 'T' next to the one, key target that the pupil most needs to work on and develop during that sequence of work. For some pupils, this could be one of the non-negotiable targets. Teachers are then able to plan a sequence of work that addresses pupils' next steps. (see annotation on appendix 5a)

### **Feedback within the teaching sequence**

Feedback should be: related to specific goals related to the writing that they will produce; a joint responsibility between teacher and students; flexible and closely linked to the purpose for writing and encourage a redrafting and editing culture.

Depending on the nature of the task set, feedback could focus on one of the following areas:

- Content and substance
- The structure of the piece
- Structure within paragraphs
- Content for clarity – avoiding ambiguity
- Style and/or tone
- Proof reading for surface errors such as spellings and punctuation

Feedback on these areas will be given using one of the vehicles listed above i.e. Verbal feedback, CTG or scaffold prompt, MT/YT etc.

### **End of half term assessment**

This is based on the teaching sequence so it will show the impact of the teaching and include the coverage of the objectives taught in the sequence, as outlined on the target sheet. These pieces can therefore be used as assessment of the independent application of the taught objectives.

After appropriate editing and redrafting throughout the writing sequence, children will have a final, written outcome and the acquisition and development of new skills and knowledge. As the sequence progresses continual feedback between pupil and teacher will guide pupils to edit, refine and reflect on their writing

At the end of each half term, teachers will highlight in green (on the target sheet) whether the target has been met. They will also highlight green examples of the key target met on the final, detailed written outcome.

## **Quality feedback and assessment in other subjects**

Depending on the learning taking place, the same policy applies and the application of the marking code. Teachers need to ensure that the marking is against the learning objective for that subject and not the literacy or mathematics aspect, unless it is the main objective.

## Marking Code

To ensure consistency for pupils and teachers, a marking code has been adopted and will be used by all members of staff. In EYFS there is a system of stamps, which are linked to verbal feedback and these are indicated in the appendix. Work is assumed to be independent unless otherwise indicated by the codes below.

Pupils write in blue/ black ink or pencil; therefore, teachers will mark work in BLUE/BLACK pen alongside the highlighters.	
(I)	Indicates that the work was independent and not as a result of guided intervention. This ensures teachers can identify which pieces can be used for assessment.
(G)	Indicates that the work was guided and that there was planned intervention and targeted teaching by the teacher.
(S)	Indicates where there was no planned intervention, but the pupil required further support in order to complete the work. This also might indicate where the pupil was supported by a teaching assistant.
VF in margin next to where it was given	VERBAL FEEDBACK – when working with an adult, intervention will be given. Where a teacher gives feedback and guidance, VF will be written in. Orange highlights may be used to show where the improvement is made, and example prompts and scaffolds may also be visible. This is like closing the gap marking but done with the pupil at the point of guided work.
∨∨∨ under mis-spelled word and SP in the margin (blue pen)	This is to indicate where a word, which the pupil should be expected to spell, is spelled incorrectly. A maximum of three. At the bottom of the piece the teacher writes the correct spelling and the pupil writes it out three times in best handwriting. Teachers then monitor common spelling mistakes in their class and ensure that these are planned into their teaching.
! in margin and circle error	Indicates that in that line, there is a handwriting formation, capital letter or punctuation error. The teacher will circle the error and the pupil will correct the punctuation or capital. The letter formation error will be rewritten at the bottom for the pupil to write out three times. There will be no more than three.
Tick	Indicates an answer is correct
dot	Indicates that answer should be revisited and corrected.

A pupil friendly marking code can be found in appendix 6. This should be stuck in the front inside cover of all books to be a constant reminder to pupils, staff and students. Consistency in application of the marking code is the responsibility of the class teacher. This code does not apply to the RWINC books which have a target reminder system unique to the programme.

## Monitoring of the Policy

Monitoring and evaluation are a key part of the school improvement cycle. The LAP Monitoring and Evaluation Cycle outlines the key points of evaluation within the school year.

The policy will be reviewed formally each year but will be adapted as a result of in year evaluation.

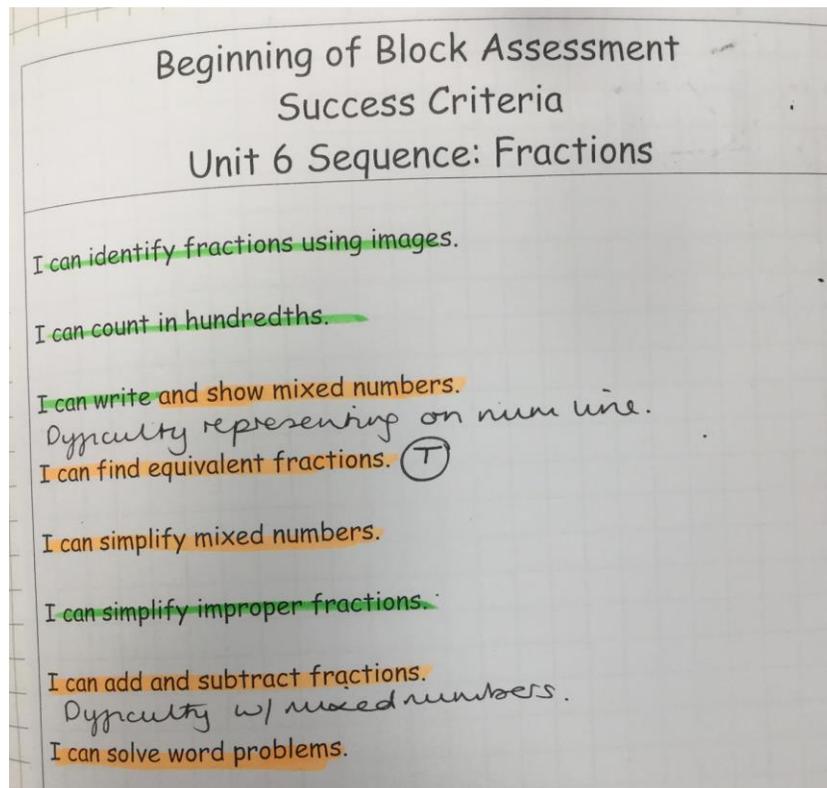
## APPENDIX 1: MATHS BEGINNING OF BLOCK ASSESSMENT

Teacher to type in the criteria for the block, using 'I can' statements. The pupils then have a clear idea of the criteria they are aspiring to for the block.

Beginning of Block Assessment Sequence:
Type in criteria here
Type in criteria here
Type in criteria here

Add as many boxes as needed.

### APPENDIX 1: Example of annotated Beginning of Block Assessment



## APPENDIX 2: Examples of feedback using Explain (E), Prove (P), show another method (A)

16.04.18 (I)

LO - to add/subtract fractions with the same denominator

1.  $\frac{1}{6} + \frac{4}{6} = \frac{5}{6}$  ✓

$7000 \div 5 = 1400$   
 $600 \div 5 = 120 = 1523$   
 $10 \div 5 = 20 + 13$   
 $8 \div 5 = 1$

$\begin{array}{r} 860 \\ \times 7 \\ \hline 6020 \end{array} + 15 = 6025$

(c)  $6025 \div 7$

=  $860$  remainder  $15$

$\begin{array}{r} 860 \\ 7 \overline{) 6025} \\ \underline{56} \phantom{00} \\ 42 \phantom{0} \\ \underline{35} \phantom{0} \\ 70 \\ \underline{70} \\ 0 \end{array}$

et 6

are and Cube Numbers

square numbers and then fill in the blanks.

$2 \times 2 = 2^2$

$3 \times 3 = 3^2$  ✓

$4 \times 4 = 4^2$  ✓

$5 \times 5 = 5^2$

$6 \times 6 = 6^2$  ✓

4x

4x4 = 16

Arrange the fractions in descending order.

(a)  $2\frac{4}{5}$ ,  $\frac{15}{2} = 7\frac{1}{2}$ ,  $1\frac{6}{7}$  (E)

$\frac{15}{2}, 2\frac{4}{5}, 1\frac{6}{7}$  ✓ I know that  $1\frac{6}{7}$  is the smallest because all of the others have more wholes. ✓

(b)  $\frac{23}{12} = 1\frac{11}{12}$ ,  $\frac{17}{2} = 8\frac{1}{2}$ ,  $3\frac{1}{2}$  (E)

$\frac{17}{2}, 3\frac{1}{2}, \frac{23}{12}$  ✓ I know that  $\frac{17}{2}$  is the greatest because if you turn it into a mixed number it has the most wholes. ✓

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# Example of Verbal Feedback prompt Maths

2) £ 98.75 = 98 whole pounds and 75 parts of a pound ✓  
 4.2 cm 4 whole centimetres and 2 parts of a centimetres ✓  
 3.54 kg 3 whole kilograms and 54 parts of a kilograms ✓  
 1.8 kg 1 whole kilograms and 8 parts of a kilogram ✓

3) 6.92 kg < 6276 g

mental?

(b)  $4 \times 218 = 872$  ✓  
 $\begin{array}{r} 218 \\ \times 4 \\ \hline 872 \end{array}$

(d)  $349 \times 2 = 698$  ✓  
 $\begin{array}{r} 349 \\ \times 2 \\ \hline 698 \end{array}$

(f)  $637 \times 2 = 1274$  ✓  
 $\begin{array}{r} 637 \\ \times 2 \\ \hline 1274 \end{array}$

(h)  $3 \times 629 = 1887$  ✓  
 $\begin{array}{r} 629 \\ \times 3 \\ \hline 1887 \end{array}$

(j)  $524 \times 4 = 2096$  ✓  
 $\begin{array}{r} 524 \\ \times 4 \\ \hline 2096 \end{array}$

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204  $\times 4 = 816$  ✓  
 303  $\times 3 = 909$  ✓

other solutions

$\begin{array}{r} 303 \\ \times 3 \\ \hline 909 \end{array}$

# Literacy

I spied a black figure sprinting up behind  
 with my eyes and my face red  
 Daniel! My eyes still burning, with rage, I  
 tried to warn him, but my mouth was dry,  
 and a cold sweat ran down my back,  
 with gear, and the words wouldn't come out. \*

So  
 Luckily, the dog didn't attack us, he just

Section 2

Why would people want to join the army?

How can we influence their emotions?

How will you make it persuasive rather than just informative?

Section 3

Hitler - Brutalising, semi-wicked plans.  
 Imprisoning, killing - Jews, Gypsies or physical mental problems.  
 Estimated 50 million imprisoned.  
 Poland, France, Belgium, Holland, Luxembourg, Denmark, Norway, Greece, Yugoslavia, Czechoslovakia.  
 Do you want this all to happen beneath your feet?



do you notice about these pictures? What do you like or don't like? What is the same and different?

Differences

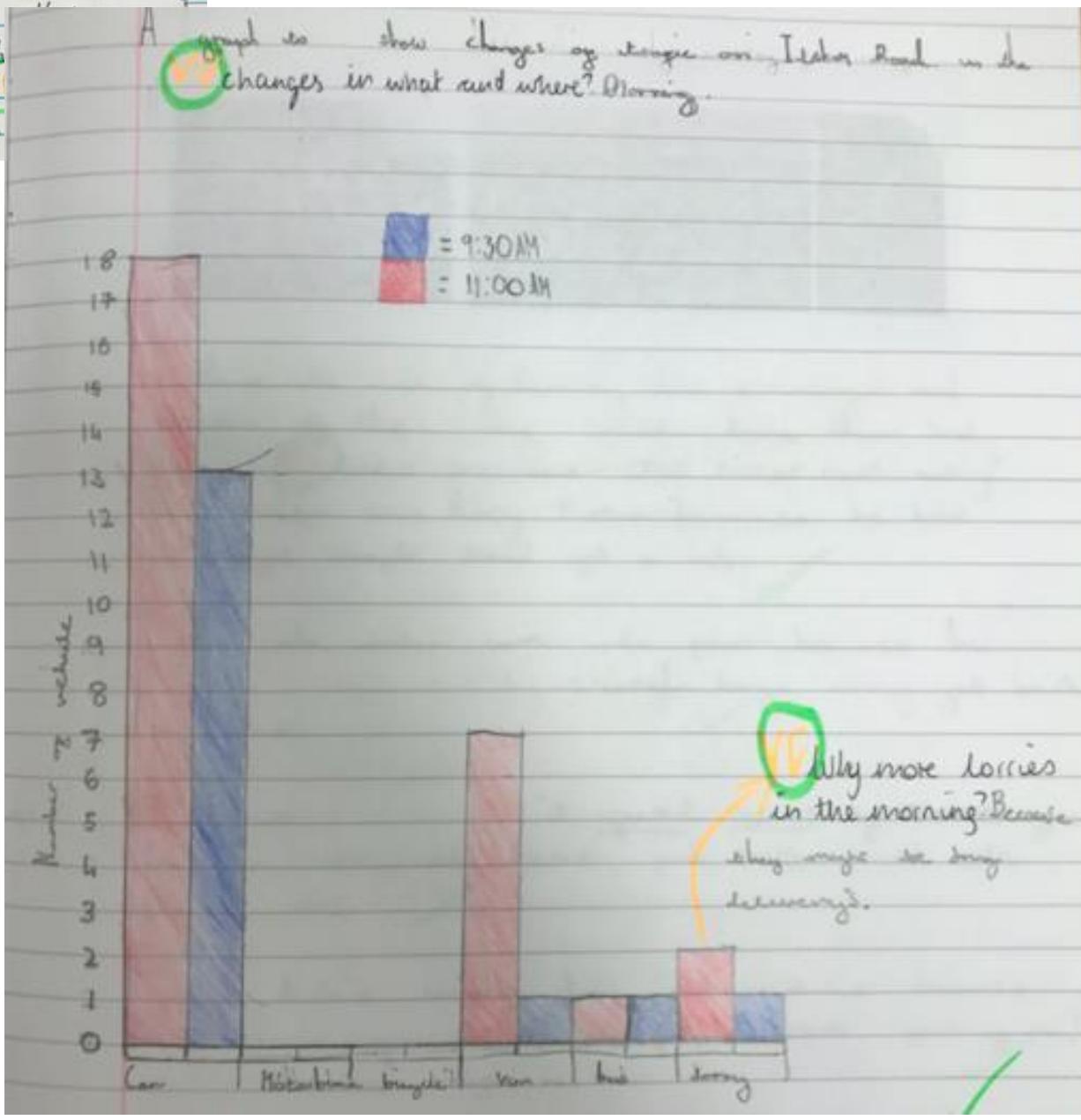
1. The light, advert and speech are talking to the audience because they use informal language.
2. The Advert doesn't use questions, but the others do because there is an obvious answer with what they do.

Do you fancy sunbathing?

VF sentence

people ✓ F LIFE the HILLS  
na the ✓ sea ILLNE  
re boats ✓ like The  
VIGWA ! colours.

## Wider Curriculum



When?

The speech was made in September 3rd, 1939, 11am, and I know that it is accurate because it's a primary source.

What is a primary source?  
A primary source is proof that's first hand and true.

Can we find the following in our local area?	Evidence (what?)	Location
Stream	Photographs	grid reference
dips	sketch	Street name
hills	Sketch	Street name
green areas	photographs	street name
pond	Photographs	grid reference
woods	Photographs	Street name
beach	Photographs	Street name

(10) What will this data tell us?  
 This data will tell us what we have and what we don't have and why.

(10) What are they not by roads? you would use a grid reference.

What does the source not tell me?

It doesn't tell me that the palace was commandeered and you don't know when it was bombed.

(10) What do you mean by commandeered?  
 that the hotels were used by the military and used as a hospital.

sp. military - military military military.

The volume of a sound is if it's louder the higher the amplitude is but if it's quieter the amplitude is lower.

(10) The pitch of a sound is when the wave is longer or shorter.

lower higher

(10) show me.

I last seen it in the park. My phone number is 1822 384761283. Thank you.



### APPENDIX 3: EXAMPLES OF CTG SCAFFOLDS AND

saw Saw Saw Saw ✓

igneous rocks are formed when volcanic interaps  
• Igneous rocks are formed when lava dries ✓

**PROMPTS:**  
Example of a cloze prompt

1 Mary Anning was a ~~famous~~ special lady ✓  
2 Mary Anning <sup>1</sup> berried <sup>clug</sup> up fossils ✓

Examples of corrective prompts

### Example showing greater depth of response and justification for ideas

Why is it not calm and soothing before then? Because it had a deep tone and dark beats. This one is also going slow so it's almost like a warm-up to the next. The second piece...

## Example showing the impact of feedback on the instant editing

Stage 2: Caterpillar (larva)

This stage is really the shortest stage of the metamorphosis.

During this stage, all the caterpillar does is eat to be able to grow into its full size. As soon as the egg hatches, the tiny caterpillar consumes the leaf it was born on, (and egg) because they are full of nutrients. This is very important because female butterfly need to lay their eggs on a leaf the caterpillar will eat, grow and in preparation for the chrysalis.

*Handwritten notes in orange:*  
 important  
 to understand  
 the whole case

*Handwritten corrections:*  
 eats → consumes  
 they are → they are  
 need → need  
 they → they

## Example of my turn your turn prompt to make method explicit:

$$\begin{array}{r} \text{H T U} \\ \text{HI} \quad 79 \\ \times 4 \\ \hline 3186 \end{array}$$

$$\begin{array}{r} \text{H T U} \\ \text{II} \quad 56 \\ \times 5 \\ \hline \end{array}$$

record re-grouped tens

## Examples of CTG prompts

Go To use coordinates to identify the location of OS symbols on a map.

Church: (265, 354)

Parking: (269, 357)

Post Office: (268, 352)

School: (265, 338)

The Ring O Bells: (294, 338)

Can you explain these grid references?

The first number of the reference is how far along and the second one is how far up.

1. Pt-5 is about them going sailing and and the letter saying their parents work was closing down.

2. Michael's parents felt unhappy and depressed because they lost their job.

Can you find evidence to support this? We had some great days on the water, some times we would be the only boat in the whole

② A glide is smooth, elegant and graceful, so how can it rustle?

instead I can use trudge

would a sophisticated robot trudge?

It glided elegantly

It is possible to shift tense within a paragraph, but less likely within a sentence that expresses the same idea in both clauses.

Some people say present

other villagers thought past

Pick one tense and amend the other please. ~~past~~

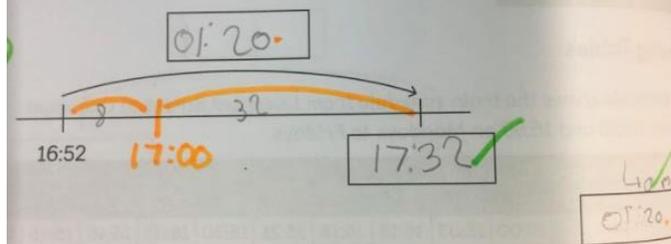
## Example of a CTG prompt using an image to help scaffold:

(d)

	1	6	3	4	
x				6	
<hr/>					
			24		$(6 \times 4) = 24$
		180			$(6 \times 30) = 180$
	3600				$(6 \times 600) =$
	6000				$(6 \times 1000) =$
<hr/>					
	9804				
<hr/>					

✓

Emma took the 16:52 train from Liverpool Street to Cheshunt. How long was her journey?



## APPENDIX 4: MATHS END OF BLOCK ASSESSMENT

Repeat the success criteria, highlight green and orange and annotate based on assessments and conferencing with the pupil.

End of block assessment Sequence:
Type in criteria here
Type in criteria here
Type in criteria here

### APPENDIX 4a: EXAMPLES OF HIGHLIGHTED AND ANNOTATED MATHS END OF BLOCK ASSESSMENT

Block 4 - Further Multiplication and Division - Year 4

I can multiply 3 numbers

I can identify factor pairs for the times tables to  $12 \times 12$

I can use methods to multiply efficiently

I multiply a 1-digit by a 2-digit or 3-digit number *can using partitioning. sometimes making place value errors.*

- Using a written method *used on 21.3.19 but not applying in E.O.B.*
- Including regrouping

I can divide a 2-digit or 3-digit number by a 1-digit number

- Using partitioning
- Using a written method

I can solve correspondence and scaling problems

Year 3 – End of Block 2 – Addition and Subtraction

- I can add and subtract multiples of 100
- I can add two 3 digit numbers, without regrouping
- I can add 2-digit and 3-digit numbers, with regrouping
- I can add two 3 digit numbers, with regrouping *can do with diagram and dienes but not completely secure*
- I can subtract two 3-digit numbers, without regrouping
- I can subtract two 3-digit numbers, with regrouping *same as addition*
- I can estimate answers to calculations *can estimate numbers but not use to check.*
- I can use checking strategies *inverse*

## APPENDIX 5: TARGET SHEET TO BE USED AT THE BEGINNING OF EACH SEQUENCE FOLLOWING ELICITATION TASK

Purpose of the writing :	
Writer's craft : To understand why and how author's shift paragraphs	
We will be learning to:	Target (T)
I am expecting to see: (non-negotiables)	
Possible outcomes Main : Secondary:	

### APPENDIX 5a: EXAMPLE OF A COMPLETED TARGET SHEET

<i>Purpose of the writing : To entertain</i>	
<i>Writer's craft : To understand why and how author's shift paragraphs</i>	
<i>We will be learning to:</i>	Target (T)
* <i>Start sentences in a variety of ways</i>	T
* <i>Identify clauses in multi-clause sentences and punctuate them accurately</i>	
* <i>Make precise verb choices that fully inform the reader</i>	
* <i>Spell Y3/4 and most 5/6 words accurately and join handwriting at all times</i>	
<i>I am expecting to see: (non-negotiables)</i>	
* <i>A range of adverbials used to indicate time, place and manner</i>	
* <i>Basic punctuation used accurately at all times . , ! ? " "</i>	
* <i>Consideration of the reader in all pieces</i>	
<i>Possible outcomes</i>	
<i>Main : Playscript; travel brochure page</i>	
<i>Secondary: character description</i>	

# APPENDIX 6: MARKING CODE FOR BOOKS



# PUPILS'S

MARKING CODE	
Pupils write in blue/black ink or pencil; therefore, teachers will mark work in BLUE/BLACK pen alongside the highlighters.	
(I)	I worked independently
(G)	The teacher worked with me and guided my learning.
(S)	I needed a little bit of support
VF in margin next to where it was given	The teacher talked to me about how 'I can' improve my learning.
∩∩∩ under misspelled word and SP in the margin (blue pen)	These show me which three spellings I need to correct at the end.
! in margin and circle error	I need to look out! I have made an error with either a capital letter, punctuation or I have formed a letter or number incorrectly.
Tick	I answered correctly
dot	I need to go back and correct the answer.

These need to be stuck in the front cover (inside) on every book.

## APPENDIX 6a: EYFS MARKING STAMPS



## APPENDIX 7: FEEDBACK



## REMOTE ON GOOGLE

### CLASSROOMS Forms of Feedback

Where possible, feedback via google classrooms will aim to mirror that given in the classroom. As with live classroom teaching, the aim is both to gather feedback for assessment: that is to inform the next lesson's teaching; and to give students encouragement and specific guidance on how to improve. In line with the EEF research, our rationale for remote, online effective feedback is still that it should:

- Support well-designed teaching episodes and sequences
- Redirect or re-focus 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 it is meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong.

Feedback will not be given immediately, unless the student and teacher happen to be online at the same time (which may have been planned to give specific targeted guidance)

#### Review Feedback

Most feedback will take this form. Teachers will need to review all work that is submitted and keep some form of record sheet (for themselves) to indicate those children who are secure in the concept and those who need some sort of intervention before moving on.

As per classroom practice, teachers are expected to act on this assessment information in the usual way i.e. if the majority of the class has totally misunderstood a concept, then some sort of intervention should be planned for all of them for the next piece of learning, before continuing with the next part of the intended teaching sequence. For example, if children have not grasped how to place or read numbers on a number line, or everyone had struggled with prepositional phrases, then you would provide something like modelled examples with more practice questions for children to work through or a short directional pre-recorded video with practice examples to complete, before moving on to the next concept in the teaching sequence. The teacher would be expected to design this intervention and not just continue with the next direct teaching video on white rose maths, Oak Academy or other instructional online platforms.

#### Submission and feedback

Where children have a misconception (rather than a couple of errors) a more detailed feedback intervention is required (as it would be in the classroom). This will be in the form of a written scaffold or prompt that closes the gap or addresses the misconception and requires a response. Teachers will identify the gap

using ORANGE highlighter and use one of the prompts outlined above: scaffold prompts, example prompts or closed pieces. This feedback should be given before any mark sheets are released to the whole class.

Teachers are expected to post answers for maths worksheets and straightforward grammar and reading comprehension activities the next day, along with a response to the whole class such as, "Thank you for submitting your work. I've noticed we all need a bit more time on rounding to the nearest tenth and we will work on this. Here are the answers – how did you do?" For broader curriculum subjects a whole class response is expected for work submitted, using a similar format which shows the teacher has read and assessed the submissions.

Children are expected to self-mark their work and respond to errors using a purple coloured font on the document they submitted online.

### **Frequency of Feedback**

Teachers are expected to provide more bespoke (individual feedback) on at least two pieces of work per child per week across Literacy and Maths. Those who need it (ie have misconceptions) will receive more. In addition, teachers are expected to provide more bespoke (individual feedback) on at least one piece of work per child per week from the broader curriculum.

### **What this feedback might look like:**

In mathematics, teachers may use the codes E, P or A in their feedback: see Appendix 2. Pupils will be expected to respond to these codes, as they do in school.

In Literacy, children are encouraged to proof-read and check their work for spelling and grammar accuracy before they submit it. Literacy feedback will predominantly focus on encouraging children to edit and improve their work and will focus on one of the areas outlined in the Literacy section of the policy above.

## FOR PARENTS: FEEDBACK EXPECTATIONS IN GOOGLE CLASSROOMS

An adapted copy of the pupil-friendly marking code (see below) will be posted on google classrooms as a reference for both children and their parents. This will be kept near the top for quick reference.

Teachers feedback using the orange highlighter tool on the online document to identify areas for children's responses, or a more bespoke comment.

Children will respond using a purple coloured font on the document submitted online

Alongside this, in mathematics some of the codes below may be used.

E	I need to explain my thinking in words, using a picture or diagram or drawing some mathematical apparatus
P	I need to prove I am correct using a different method, showing all my steps, using a drawing or diagram of apparatus
A	I need to show an alternative way to solve this problem

- Where possible, feedback via google classrooms will aim to mirror that given in the classroom. As with live classroom teaching the aim is both to gather feedback for assessment: that is to inform the next lesson's teaching; and to give students encouragement and specific guidance on how to improve.
- Children are expected and encouraged to proof-read and check their work for spelling and grammar accuracy before they submit it.
- Teachers will not 'mark' every piece of work, but they will look at every piece of work.
- Teachers will view every piece of work to assess how much the child has learnt.
- Teachers will provide feedback on key pieces of work.
- Please do not expect teachers to mark all work. They are focusing on personalising the lessons rather than ticking sheets which is a much better use of their time in supporting learning and mirrors what happens in school.