



All Learning together

Langton Primary School

Feedback and Marking (& Assessment) Policy

**Adopted by: Langton Governing Body
Autumn 2023**

Review date: Autumn 2025

Contents:	
Introduction:.....	2
Aims:.....	2
Principles of marking and feedback:	3
Assessment and feedback before the lesson	3
Assessment and feedback during the lesson	3
Assessment and feedback after the lesson	3
Marking Codes	4
Rational and aims of assessment	4
Types of Assessment	4
Inclusion and SEND	5
Conclusion	5
Appendix 1: Langton Marking Codes.....	Error! Bookmark not defined.
Appendix 2: Nine point Assessment Scale	7

Introduction:

At Langton Primary School we believe that high quality, consistent and timely marking and feedback enhance children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance. Our consistent approach is demonstrated through our use of the school marking code. However, in addition to this code, teachers use their professional judgement to enhance it and also take into account the age and needs of the children.

Aims:

We mark children's work and offer feedback in order to:

- show that we value their work and encourage them to do the same;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- promote self-assessment, help them recognise their difficulties and accept guidance;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and formative assessment and inform individual tracking of progress; and
- inform future lesson-planning.

Principles of marking and feedback:

- The process of marking and offering feedback should be a positive one with recognition of the efforts made by the child.
- The marking and feedback should always be against the lesson's learning intention and the child's personal targets.
- Where met, individual learning targets are acknowledged.
- Marking and feedback should involve the child directly. For younger children the feedback will mostly be oral and immediate.
- Comments should be appropriate to the age and ability of the child.
- Comments should be neat and legible so that children are able to read and respond to those made and be given time to do so.
- Children should be encouraged to self and peer assess.
- The best marking and feedback is the dialogue that takes place between teacher and pupil while the task is being completed.

Assessment and feedback before the lesson

Before a lesson commences the teacher must know what sequential progression in learning looks like so that children who quickly achieve the Learning Objective (LO) can be moved forward in their learning within the lesson.

- All pieces of work will contain the date and Key Question (KQ) - Learning Objective (LO). Younger children and children with SEN may be supported with this.
- The teacher will share and display the Key Question which, where possible, will be differentiated as appropriate.
- Children will be given time to respond to marking and feedback.

Assessment and feedback during the lesson

- The teachers will use intervention marking with the pupils, where possible.
- The teachers will give verbal feedback, as the pupils work.
- The teachers will guide the pupils progress and attainment.
- The teachers will use assessment for learning (afl) throughout the lesson.
- The teachers will use open questions to support pupils' retrieval and deeper learning.
- The teachers use self and peer marking, when appropriate.

Assessment and feedback after the lesson

- The teacher will mark against the KQ and ARE (Age Related Expectations);
- Teachers will comment on spelling and grammar, particularly where spellings and grammar were part of the lesson focus/objective.
- If children have spelling errors, at least 2 spellings must be noted for correction. Corrected spellings must be written at the end of the piece of work in blue pen.

- Feedback will identify a child's key learning priorities.
- Work is expected to be marked prior to the next lesson.
- Errors that are made by many children will not be the subject of individual comments but will be noted in the planning and reviewed by the class at the next earliest opportunity.
- Marking of work should include praise and development points.
- A more detailed focus mark against the Key Question and/or referring to the child's individual target must be evident in a piece of English, Maths and one other subject over the course of a week.
- Teachers will make constructive comments aimed at supporting the children to improve and achieve their targets.
- Moderation of marking takes place across school and also between cluster group schools

Marking Codes

Teacher marking and feedback should be consistent across the school. To achieve this, a marking code is attached to this policy and is displayed in every classroom.

Assessment Rational and Aims

Assessment is a continuous process integral to teaching and learning, allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts.

- Monitor and record the attainment and progress of individuals, groups and cohorts.
- Strive to attain the highest educational standards and achievements.
- Provide a broad, balanced and relevant education which provides continuity and progression.
- Use attainment and progress information, gained through marking and feedback, to guide planning and teaching strategies.
- Inform parents and Governors about progress and attainment.
- Ensure a consistent approach to measure progress towards and against national standards.

Types of Assessment

Formative – This is the on-going, day to day assessment which is carried out by teachers during each lesson and is key to effective classroom practice, informing planning, resources and support in order for all children to progress.

Summative – Children are assessed periodically and progress and attainment data is recorded on the Langton 9-point tracking system and the Cornerstones tracker. Test materials are used to support teacher assessment. These are carried out towards the end of each term and are used to monitor the performance of individuals, groups and cohorts, as well as identifying gaps and next steps for planning.

Inclusion and SEND


Langton is an inclusive school and works hard to meet the needs of all children. Formative assessment is at the heart of assessment for children with identified special needs, in the same way it is for all other children. Modifications will be made by teachers to ensure questioning, discussion, marking and feedback are suitable for all children, depending on their specific needs.

Conclusion

This policy's principles and practice will be monitored and evaluated regularly to ensure that it is applied throughout the school.

Appendix 1: Langton Marking Code

Please mark in **GREEN** pen

	Next steps	
★	Target met – record next to Key Questions	
//	New paragraph	
Sp	Spelling	
G	Grammar	
P	Punctuation	
I	Independent (when appropriate)	
GW	Guided work	
TA	Teaching Assistant supported	
VF	Verbal feedback	
✓	Correct	
X	Incorrect	
SM	Self marked (coloured pencil)	
PM	Peer marked (coloured pencil + name)	

The teacher will indicate if they are going to revisit this work with the pupil in a small group or on an individual basis.

Appendix 2: Nine point assessment scale

Arriving at Judgements – 9 point scale

Assessments: Meeting Year Expectations The 9-point scale										
Assessed position	Working towards				Working at, but not yet secure		Working at / secure		Greater depth	
Points allocation	0	1	2	3	4	5	6	7	8	9
<p>Point 6 indicates that a pupil has met the expectations. It is our aim that 100% of pupils will be at least scale point 6 by the end of the year. Targets will be set based on exit points from end of EYFS or KS1. Staff should use professional judgement and results of age-standardised tests to provide a best-fit assessment on the 9-point scale.</p>										
Children will be Working Towards the expectations if they do not achieve all of the expectations outlined for that year group		Children will be Working At (not secure) the expectations if they achieve all the expectations for that year group 75% to 90%				Children will be Working At (secure) the expectations if they achieve all the expectations for that year group 91% and above		Children will be working at Greater Depth if they achieve Point 8 and are working within the Greater Depth expectations		
Working Towards Expectations – Point 1 If children meet between 0 and 25% of the expectations. Working Towards Expectations – Point 2 If children meet between 25% and 50% of the expectations. Working Towards Expectations – Point 3 If children meet between 50% and 75% of the expectations.		Working At – not secure Expectations – Point 4 Children might make the occasional error but are becoming more confident at meeting most expectations. Working At – not secure Expectations – Point 5 Children will rarely make mistakes and are confident at meeting most expectations.				Working At - secure Expectations – Point 6 Children are confident at meeting the expectations. However, the teacher needs to be satisfied that they understand the concept fully. Working At – secure Expectations – Point 7 Children are very confident at meeting the expectations and begin to demonstrate some elements of Greater Depth (Mastery).		Greater Depth Expectations – Point 8 Children show evidence of: Using the year group's Greater Depth expectations within context and consistently apply the year group's GD expectations in a range of situations. Greater Depth Expectations – Point 9 Children are very confident and rarely make a mistake in relation to the Greater Depth expectations.		