



## **Feedback and Assessment Policy**

**February 2024**

**Principal: Mrs L Smith**

**Chair of Governors: Mrs K Cliffe**

**Review Date: February 2026**

## FEEDBACK AND ASSESSMENT POLICY

**Marking is for pupils and no-one else, if it doesn't help them, we don't do it.** Our feedback on work is used to develop learning and feed into future learning (advance pupil progress and outcomes.)

### **PURPOSE OF FEEDBACK AND ASSESSMENT**

**There are many positive reasons why we mark children's work:**

- Checking and assessing pupils' responses to learning tasks.
- Making decisions about what we/they need to do next.
- Acknowledging and valuing children's efforts.
- Marking of children's work can have different roles and purposes at different times and involves both written and verbal feedback.

### **PRINCIPLES OF MARKING**

The marking of children's work whether written or verbal, is regular and frequent.

It should not confuse attainment with achievement. The emphasis in teacher's marking is on a child's achievement / progress.



At Cranberry Academy we aim to:

- ▮ Set targets that enable the pupil to improve his/her learning.
- ▮ Identify children who may need intervention or additional support.
- ▮ Ensure that pupils and parents are aware that a pupil's work is carefully monitored and assessed in order to plan future programmes of work.
- ▮ Inform a teachers' or the schools planning to identify aspects of work which may need repeating or clarifying, reinforcing or enriching and even changing if deemed necessary.
- ▮ Construct meaningful reports on pupils' achievements in school including Foundation Stage and National Curriculum assessments.

### **LEARNING OBJECTIVE**

- ▮ When marking pupils' work, teachers use a 'learning objective' as the assignment title to mark against.
- ▮ Teachers mark against or according to an 'I know' learning objective.
- ▮ The learning objective must be clear and concise with marked outcomes matching the learning objective.

### **MARKING**

- ▮ When writing on pupil's work, the teacher will use a blue to mark, and the teaching assistant and any students will use purple.
- ▮ An adult working with a group or individual will signify this with the adult emoji.
- ▮ Correct answers are to be marked with a tick .
- ▮ Incorrect answers are to be marked with a cross .
- ▮ Annotations may take the form of modelling/videos, prompting/diagrams, correcting, voice notes, etc. Annotations should not be extensive or contrived – if it is burdensome and does not impact on learning, WE DON'T WRITE IT!


- ▮ Pupils' work is being corrected in real time and their learning developed through focused questioning and appropriate challenge.
- ▮ Teachers mark work using an emoji code system (See appendix)
- ▮ Any fix its are to be completed by the children in green.

### **Marking - Showbie**

- ▮ *Emoji symbols are to be used to provide feedback at the end of each piece of work to indicate whether the learning objective has been met.*
- ▮ *Through the use of emoji symbols on Showbie, staff can track and identify how children have achieved against objectives. This may lead to an intervention or extension of the children's learning.*
- ▮ *Voice notes can be used to identify areas to develop and support learners in making progress and next steps. Verbal comments must be grammatically accurate.*
- ▮ *Children will be able to verbalise and explain how they receive feedback and how it supports them in making progress.*



IF A CHILD HAS  YOU MUST SHOW WHAT YOU HAVE DONE TO SUPPORT THAT CHILD.

1. The child has corrected their work in green pen with adult support.
2. The child works in a guided group the following day – on the same objective.
3. You have provided a scaffold/writing frame/activity the following day that ensures success for that child.
4. The child has self-corrected their work using resources provided – this must be checked and monitored.
5. Where a verbal feedback is given to a child, adult to indicate with 

### **Presentation**

#### **Maths books:**

- ▮ *All books will have pupil's name and class evident in the form of a printed sticker.*
- ▮ *Numerical 6 digit date to be used at the top of the page, separated by dots; all in separate squares - underlined.*
- ▮ *Written calculations should be worked down the page in columns with numbered questions using a bracket e.g. 1)*
- ▮ **ALL** *work in maths to be completed in pencil.*
- ▮ *All lines should be drawn using a ruler*
- ▮ *Children will make any corrections in books or showbie using green pen.*
- ▮ *Do not fold books over*
- ▮ *Trim any worksheets to size*

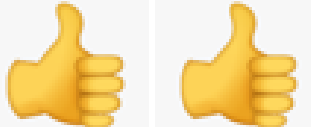


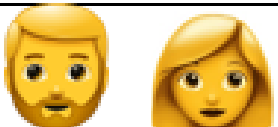



#### **Writing and Guided Reading books:**

- ▮ *All books will have pupils name and class evident in the form of a printed sticker.*

- ▮ *Full date to be written on the left-hand side of the page and underline e.g. Monday, 8<sup>th</sup> January*
- ▮ *When writing on the iPads, children will use the black pencil option.*
- ▮ *Children will make any editing corrections in books or showbie using green pen.*
- ▮ *Children to use pencil only in KS1. Children in KS2 to use pencil until they have met expected standards of presentation using the school handwriting policy. A pen licence will be presented in assembly.*
- ▮ *Trim any worksheets to size.*
- ▮ *Do not fold books over.*




## Pupil Feedback

	I have exceeded the lesson objective
	I have met the lesson objective
	I have tried hard and am working towards meeting the lesson objective.
	I have worked with an adult.
	Remember to present your work neatly
	I have something to fix or a next step
	Dojo Point

\*Remember work might require more than one emoji.

## Marking Symbols

	Finger spacing
○	Needs a capital letter/lower case letter
^	Missing word or punctuation
<u>sp</u>	Spelling mistake
//	New paragraph
~	Something does not make sense
<del>mistake</del>	Take out/text not needed

