



Benhall St Mary's C of E Primary School

Be the best you can be.

Let your light shine before others; that they may see your good works and glorify your Father who is in heaven.' - Matthew 5:16

Assessment for Learning, Marking and Feedback
Policy

2025-2027

Aim

The aim of this policy is to ensure consistency of approach across the school in order to develop teaching, learning, planning and assessment. It recognises that marking is to benefit the child, parent and teacher.

Marking

We believe effective marking:

- Shows children that we value their work
- Informs planning and assessment
- Is regular and up to date
- Gives children the opportunity to reflect and self-assess
- Provides children with strategies for improving their learning
- Indicates the amount of support given to produce a piece of work
- Identifies if children have met learning objectives and how this has been achieved
- Is positive
- Is child friendly, age appropriate and easily understood
- Informs parents about progress
- Wherever possible, live marking and feedback should occur as this positively impacts the child's progress.

Feedback

We believe effective feedback:

- Prompts children to self-correct and tells them what to do to improve
- Can be verbal or written and positively encourages children to do their best
- Informs planning and assessment
- Aids follow-up with a TA or other adult

How the aims look in practice:

- The marking should always be in accordance with the lesson objective
- The child must be able to read/understand and respond to the comments made.
- Comments should be age and ability appropriate and the style may vary across class/year group

- Learning objectives, success criteria and/ or key expectations for a task should be shared and discussed at the outset and this should be linked to marking and feedback enabling children to self-assess
- Marking and feedback should involve the child directly.
- Feedback may be given by a TA, other adult or through peer assessment
- Feedback is provided in plenaries, throughout the lesson or in individual or group sessions
- Marking will normally be done before the next lesson in that subject
- The teacher's professional judgement will be used to determine the extent of the need for marking errors. This will be dependent on the pupil's capability, what the next learning should be and what the priorities are
- Direct links should be made between oral or written feedback and the rewards systems in place in classrooms
- EYFS marking is usually verbal. Achievements and objectives met are evidenced through Tapestry

Marking Codes

T Worked with teacher

TA worked with TA

Spelling errors will be underlined. Words are chosen using teacher judgement of those the child should be using correctly (based on ability)

Work circled shows any error to be corrected by the child. This could be part of a calculation in maths, a grammatical error, an incorrect choice of word or an incorrect statement.

A colour coded mark made next to the Learning Objective will show the child's attainment:

Blue shows Greater Depth

Green shows At Expected

Orange shows Working Towards.

Purple shows the child has not understood and will need to revisit this objective in the future.

Therefore, there is no requirement to write what the child has achieved at the end of the piece of work. Instead, a positive comment based on effort or presentation may be written if deemed appropriate by the teacher.

More than one colour may be used at the teacher's discretion. The choice will take into account the individual child's ability, their understanding (both written and verbally) and their application of key skills. Conversations will be had with the children where necessary to ensure they understand their marking.

With longer pieces of writing such as Independent writing, success criteria grids may be completed by both teachers and pupils to show achievement.

Writing

1. Children will write in blue handwriting pens or pencil
2. Teachers will respond in green pen
3. Children respond to marking in purple handwriting pens

Maths

1. Calculation work will be done in pencil
2. Teachers will respond in green pen
3. Children respond to marking in purple handwriting pens

Assessment for Learning

Purpose of Assessment

The aim of Assessment for Learning is to ensure that both teachers and learners take an active role in the process of assessing achievements and creating next steps for learning. In this way all stakeholders (pupils, teachers and parents/carers) are aware of how to move the learning on. It is a tool in both the teaching and learning process ensuring that the pupils take an active role in their own learning process.

In line with current thinking at Benhall, it is recognised that to ensure attitudes to life long learning and to accelerate progress within educational sessions learners should take some responsibility for their own learning.

Definition

Current thinking about learning acknowledges that learners must ultimately be responsible for their learning since no one else can do it for them. Thus assessment for learning must involve pupils, so as to provide them with information about how well they are doing and guide their subsequent efforts. Much of this information will come as feedback from the teacher. This feedback is often through marking/feedback and verbal intervention to learners by the teacher.

This policy sets out the strategies that teachers at Benhall St. Mary's C of E Primary School will use in the assessment for learning process.

Rationale

There are different types of assessment for learning, each serves a different and distinct purpose and each has its place. Assessment is a continuous process in the classroom, it is rooted in self-referencing; a pupil needs to know where they are and understand not only where they want to be but also how to "fill the gap". Research shows that this involves both the teacher and the pupil in a process of continual reflection and review about progress.

- When teachers and peers provide quality feedback, pupils are empowered to take the appropriate action.
- Teachers adjust their plans in response to formative assessment/ AFL

Types of Assessment

At Benhall we seek to inform pupils and parents of the progress that children are making. Formal testing/summative assessment is carried out at various points within the year, in order to make a judgement about pupils' performance in relation to national standards. The data collected from such assessments is valuable for tracking the progress of individuals and groups of pupils as well as monitoring the school's performance.

Formative assessments are carried out on a day to day basis and are used to inform teachers' planning addressing next steps for learning.

Characteristics of Assessment for Learning

Recent research shows that effective assessment for learning is a key factor in raising pupils' standards of achievement. At Benhall St. Mary's C of E Primary School we aim to ensure that teachers

- Embed this policy in the teaching and learning process;
- Share learning objectives with pupils;
- Help pupils to know and to recognise the success criteria to aim for;
- Provide feedback which leads pupils to identify what they should do next to improve;

- Have a commitment that every pupil can improve;
- Involve both teachers and pupils reviewing and reflecting on pupils' performance and progress;
- Involve pupils in being able to assess themselves;
- Adjust teaching to take account of the results of assessment.

This will be done by.

- Observing pupils - this includes listening to how they describe their work and their reasoning;
- Questioning, using open questions, phrased to invite pupils to explore their ideas and reasoning;
- Setting tasks in a way which requires pupils to use certain skills or apply ideas;
- Asking pupils to communicate their thinking through drawings, artefacts, actions, role play, concept mapping, as well as writing;
- Discussing vocabulary and how it is being used.

Classroom Practice

At Benhall St. Mary's C of E Primary School, assessment for learning will take place using the following strategies:

- By sharing the learning objective (LO)
- Using rich questioning.
- By providing effective feedback and marking.

These strategies will be carried out by following the statements below:

Sharing the Learning Objective

The Learning Objective sets out the overall aim of the lesson. A Learning Objective will be shared for every lesson (core and foundation subjects). Teachers will:

- Display the Learning Objective at the start of every lesson, clarifying into child friendly language (where appropriate) to create a matched task that will fulfil the learning objective.
- Share the learning objective to enable the child to know the purpose of the activity, thus transferring much of the responsibility for the learning from the teacher to the child.

Develop Rich Questioning

Teachers will develop rich questioning skills within the children by:

Providing a high proportion of open questions

- Providing silent thinking time for pupils to think about and then discuss their responses to questions in a low stakes environment
- Providing supplementary questions to extend understanding
- Providing questions that encourage pupils to reflect on their thinking
- Providing opportunities for pupils to generate questions. Children will be given the opportunity to explain, clarify and discuss their ideas and to question and support their peers in all areas of the curriculum.

Monitoring and Review

The process will be monitored across the school to ensure consistency and effectiveness.

We are aware of the need to monitor and review the policy to take account of improvements made in our practice and will review this policy on a regular two-yearly basis or earlier where necessary.